VISIT…

the Lamb's Book

by
Barry
Stebbing

Over 65
Daily
Lessons

# of ART

A Student's Art Book

" A precious cornerstone, a sure foundation. "
Isaiah 28:16

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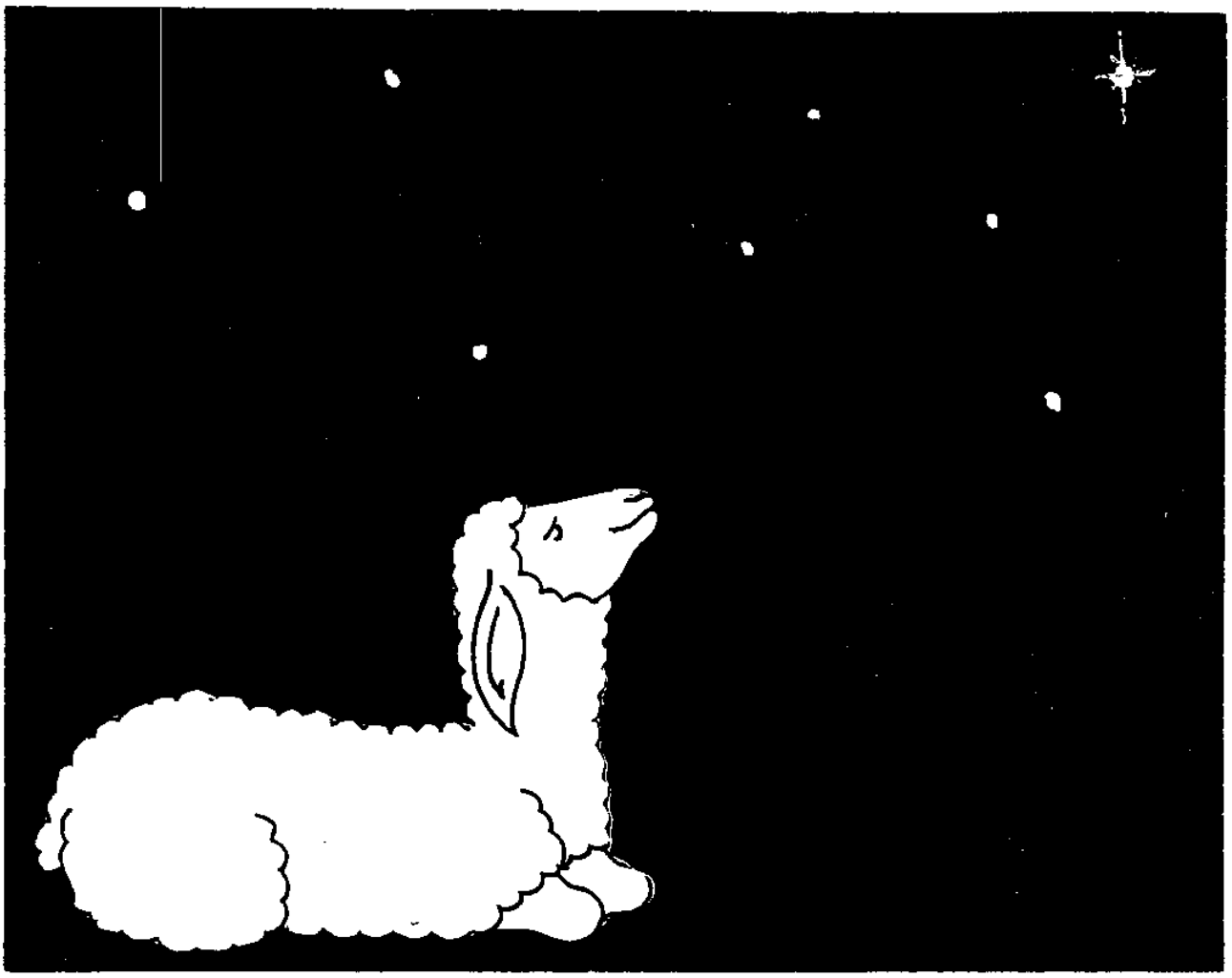
The LAMB'S BOOK of ART

by

Barry F. Stebbing



Jesus said, "Let the little children come to me, and do not hinder them, for the kingdom of heaven belongs to such as these." Matthew 19:14

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The Lamb's Book of ART

Color

Drawing

Nature

Cartooning

Portraits

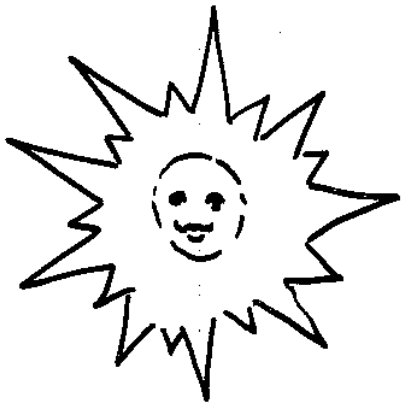
Clowns

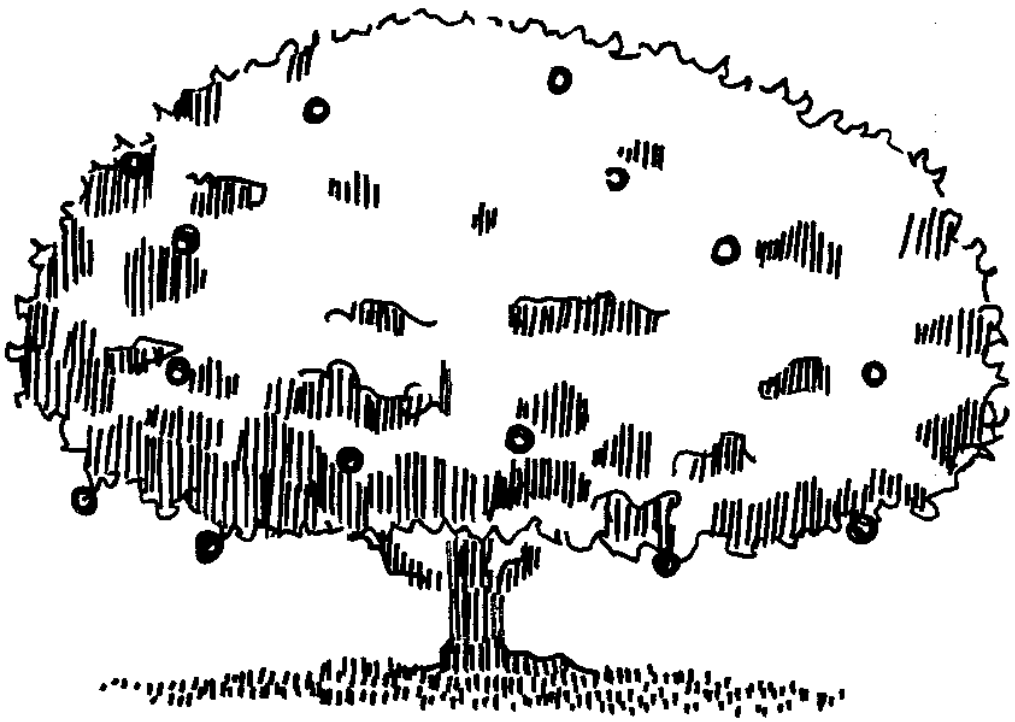
Anatomy

Measurements

Creativity

Lettering





".....the joy of the Lord is your strength."

Nehemiah 8:10

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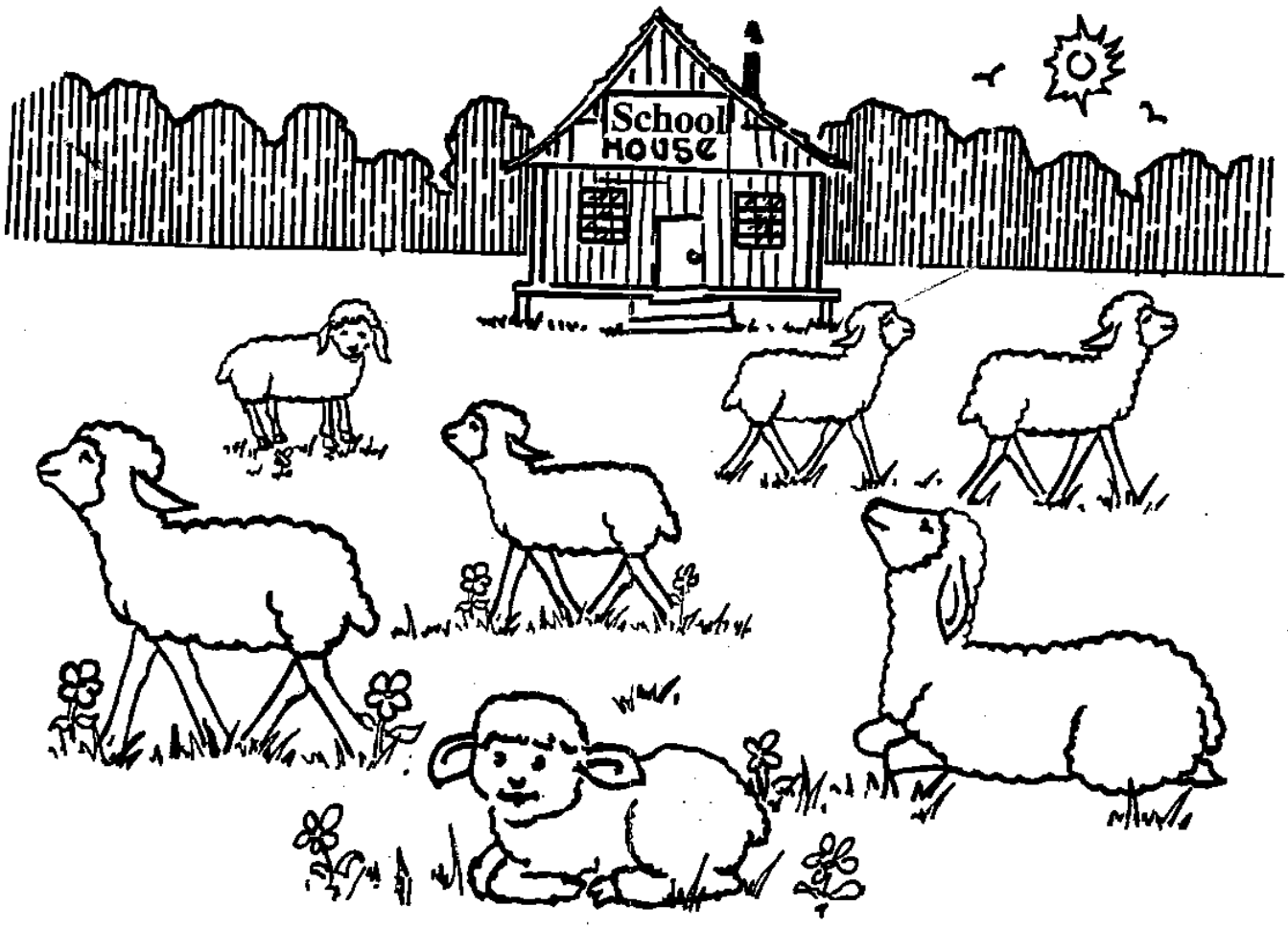
Hello Boys and Girls,

Are you ready to have fun with art? In *The Lamb's Book Of Art*, we will learn many things about drawing and have some fun too! This book is especially created for 1st through 8th grade, or the beginning artist. You will find that some of the class work is easy, and some of it is not too easy. No matter what, do not become discouraged. Please have your teacher or parents assist you, and do the best that you can. Art is like all of your other courses in school. It is something that can be learned. If you find that some of the assignments are too difficult, then turn the page and go to the next one. We can return to the more difficult ones later. Be patient, and leave your heart open to learn.

God Bless You!



"Train up a child in the way he should go, and when he is old he will not depart from it."
Proverbs 22:6

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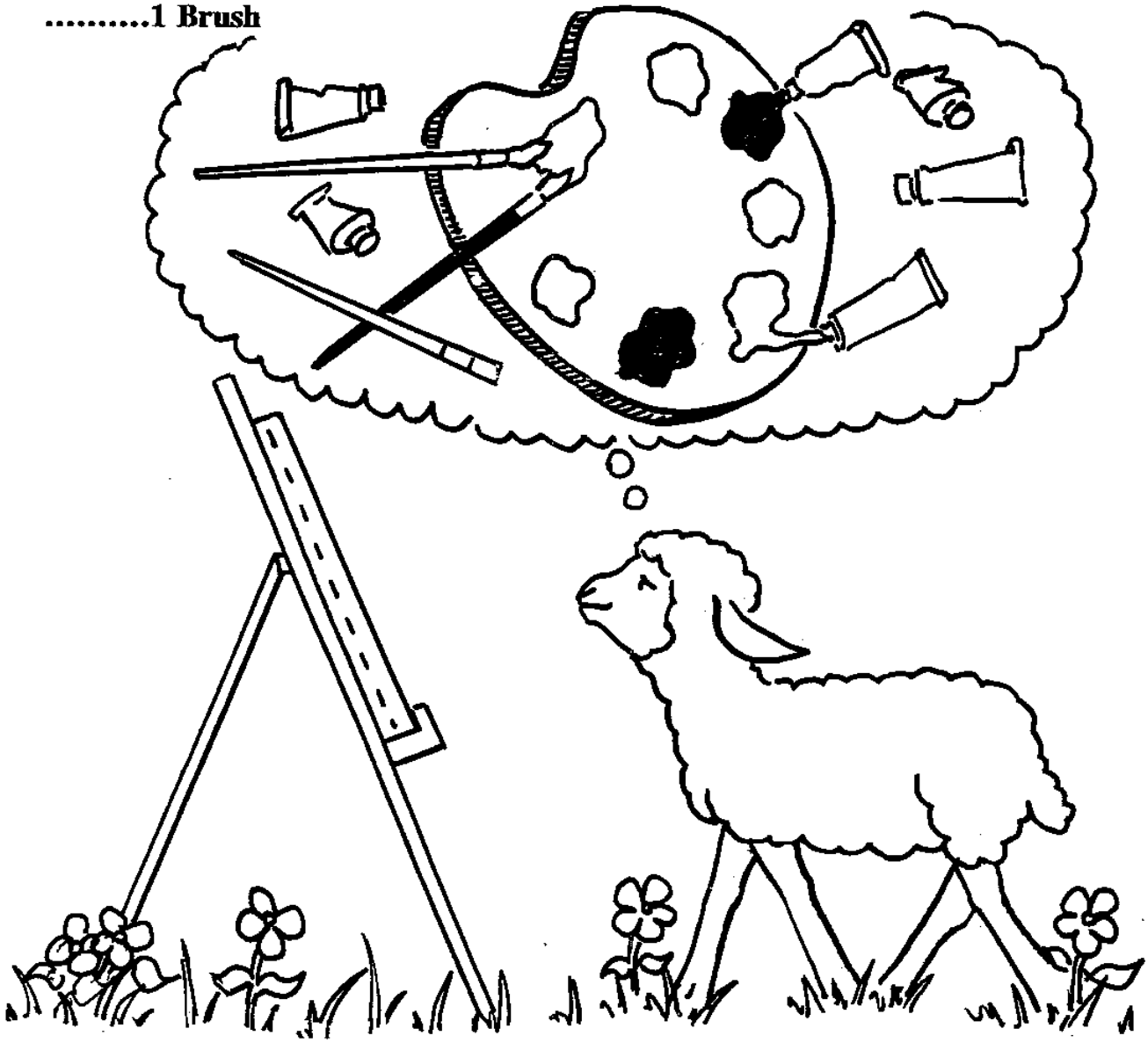
"But my God shall supply all of your needs according to His riches in glory by Christ Jesus."
Philippians 4:19

ART SUPPLIES

For this book you will need the art materials listed below:

......"Washable" Markers*	-OR-	.....1 set colored pencils**
.....1 Drawing Pencil		.....1 Extra Fine Black Marker
.....1 Ruler		.....1 Kneaded Eraser
.....1 Brush		



*** It may be good to have a set of regular colored markers and a set of washable markers on hand for the assignments. The "Washable" markers are good for blending, but the regular markers have brighter colors.**

**** Some homeschooling parents prefer to do the color assignments with colored pencils. Many children prefer colored pencils, and they will make a nice presentation when the text is completed.**

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COLOR

"Children, obey your parents in everything, for this pleases the Lord."
Colossians 3:20

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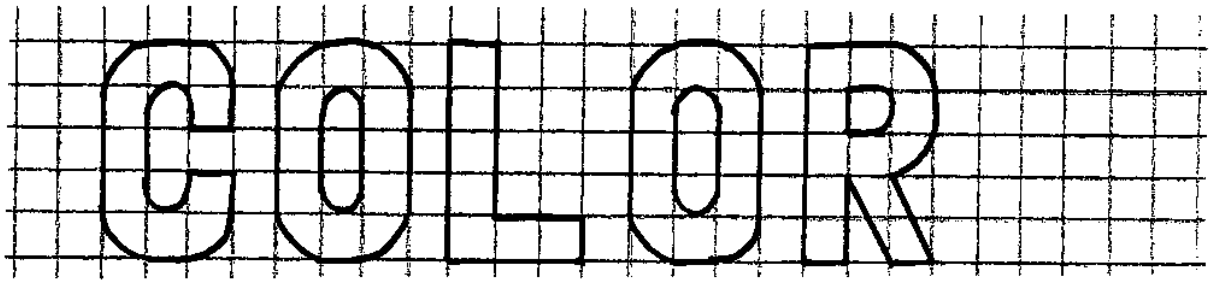
"...I will lay thy stones with fair colors, and lay thy foundation with sapphires."
Isaiah 54:11

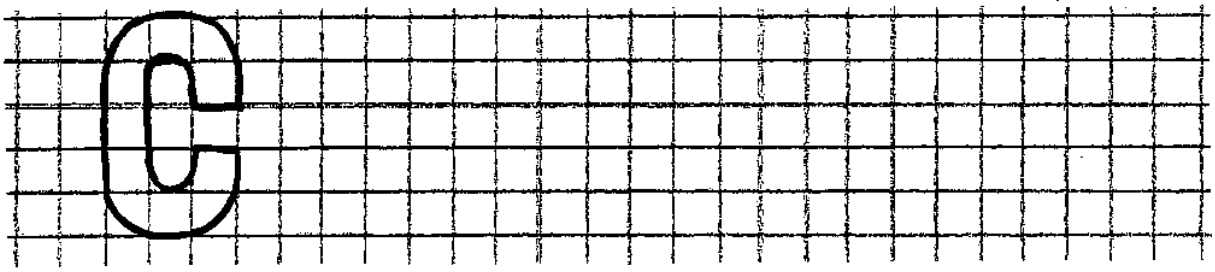
LESSON #1: COLOR AND LETTERING

Let's start with COLOR! Today we will learn how to use our colored pencils and how to color in many of the drawing assignments. We are starting with lessons in color, so that we can color in many of our drawing assignments. Our first assignment will be to take your colored pencils, and color in the word "COLOR" which is lettered below. Color the letters any of the colors you like.



Now that you have finished, look at how you have colored the letters. Do you know why you colored them the way you did? Well, we are going to learn some things that will help you understand color better. This is called "color theory". Learning to understand color is just like learning math or English. (It's just a little more fun!)

But first things first. See if you can copy the word "COLOR" in the space below. This style of lettering is called "BLOCK lettering". All of the letters are 5 squares tall and 3 squares wide. The letters are all 1 square thick and there is a space between each letter. DO IT IN PENCIL FIRST! TAKE YOUR TIME! I have placed the "C" in to help you get started. Let's color these letters with either all "WARM" (red, yellow, and orange), or all "COOL" colors (blue, violet, and green).



****WARM COLORS ARE: RED, YELLOW, & ORANGE****
****COOL COLORS ARE: BLUE, VIOLET, & GREEN****

Note to the teacher: You will notice that with colored markers the colors will run through to the other side of the paper. You may xerox copies of the lessons on color for the students to work on, or let them work on another piece of paper.

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LESSON #2:

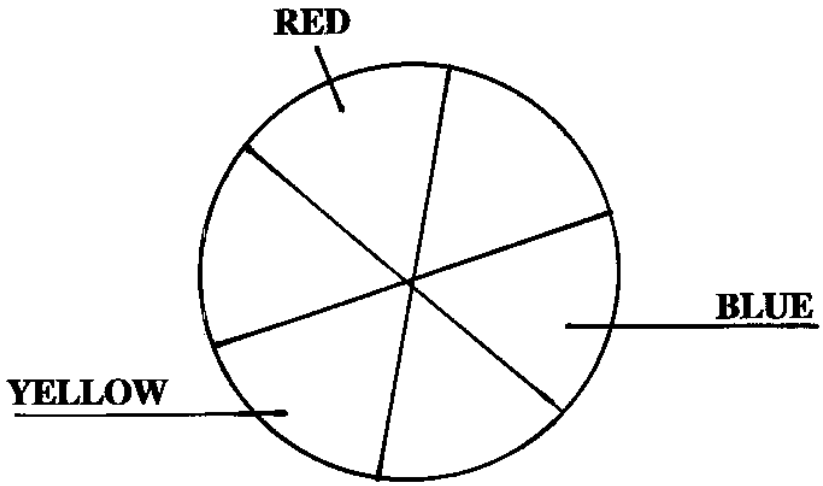
THE COLOR WHEEL

Today we are going to learn the color wheel. This will also help us to understand color better. The color wheel is a chart that we study in order to learn how to use color in art. Look at the wheel below. It is divided into six parts like a pie.

Let's start with the 3 most basic colors - RED, BLUE, & YELLOW. These are called the PRIMARY COLORS. From these three colors you can make every other color except white. In the circle below color in the 3 primary colors. Skip a pie section between each color.

PRIMARY COLORS are:

1. RED
2. BLUE
3. YELLOW



Vincent Van Gogh did many paintings of simple things, for example, his boots or a chair in his bedroom. For this assignment draw and color a chair in your bedroom. Are you going to put in a window? Your bed? Remember, use just the PRIMARY COLORS. You may want to outline with your blue marker.

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LESSON #3: THE SECONDARY COLORS

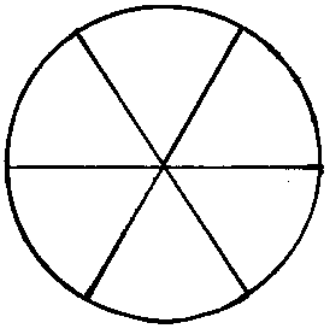
Now let's learn the SECONDARY COLORS. These are the colors that go in between the PRIMARY COLORS on the COLOR WHEEL. They are: ORANGE, VIOLET, and GREEN.

The SECONDARY COLORS are made by mixing the PRIMARY COLORS. It's just like learning math:

RED + BLUE = VIOLET

BLUE + YELLOW = GREEN

RED + YELLOW = ORANGE



Color the secondary colors on the color wheel. Color them next to the primary colors. Don't forget that the VIOLET will go between the red and blue. The GREEN will be between blue and yellow; and the ORANGE is between the red and yellow.

In FIGURE BOX A, color the flowers with a primary color. Then color the background with a SECONDARY color. Select any primary and secondary colors you like. In FIGURE BOX B, color the farm scene using all of your primary colors and all of your secondary colors (six colors in all).

FIGURE BOX A

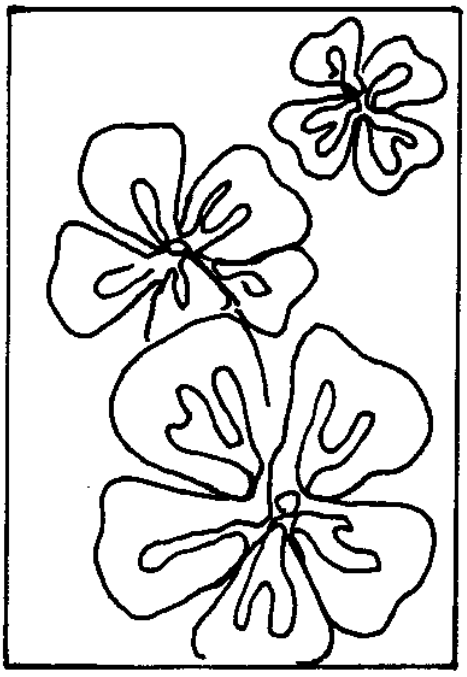
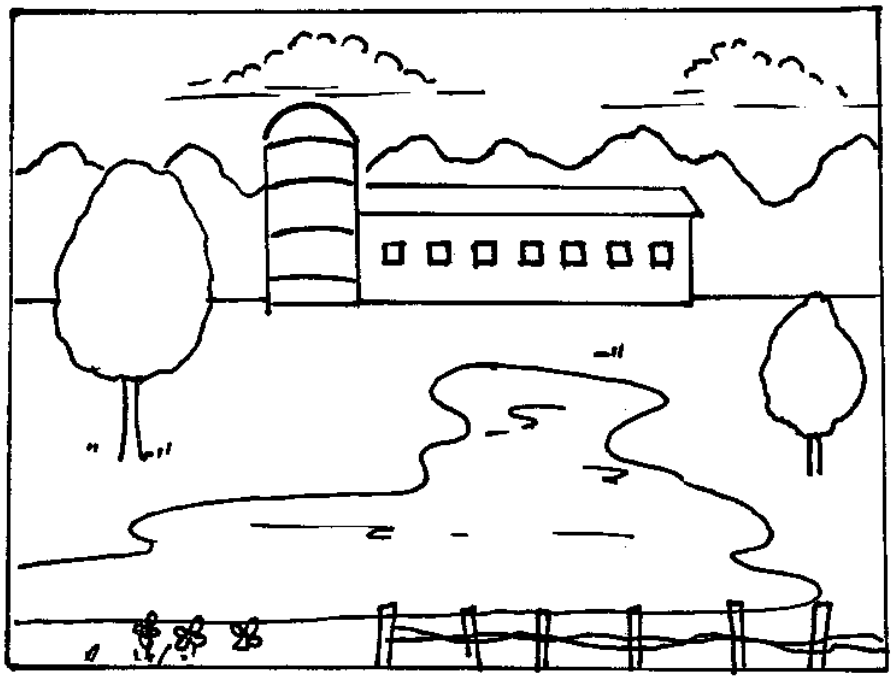


FIGURE BOX B



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LESSON #4: # MIXING COLORS

Learning how to mix colors is part of learning the color wheel. Instead of using the ORANGE, VIOLET, and GREEN you have in your set of markers, we will make them by mixing the PRIMARY COLORS. RED + YELLOW makes ORANGE. RED + BLUE makes VIOLET. BLUE + YELLOW makes GREEN.

3 WAYS TO MIX COLORS:

METHOD #A: Place one color on top of the next. The lightest color should be put down first, and then the darker color over it. For example, put the yellow down first, then the red on top of it to make orange. Take a brush and wet it with water and try blending the colors.

METHOD #B: Put the colors next to each other with lines. First a series of yellow lines, and then blue lines in between these yellow lines to make green.

METHOD #C: Use dots. Place a series of red dots together, and then place a series of blue dots next to them to create violet.

METHOD #A: **METHOD #B:** **METHOD #C:**

Let's try the 3 ways of mixing colors below.

METHOD #A:
Color the tree and field yellow, and then blue over the yellow to make GREEN. Do not put the blue on too heavy or dark over the yellow!

METHOD #B:
Let's make an ORANGE field by first coloring with some yellow strokes, and then putting red strokes in between the yellow.

METHOD #C:
Let's make VIOLET! Color all of the pine trees with red dots. MAKE SURE DOTS ARE CLOSE. And then, add blue dots in between.

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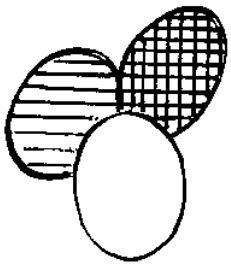
"Being filled with the fruits of righteousness, which are by Jesus Christ, to the glory and praise of God." Philippians 1:11

FRUITS & COLORS

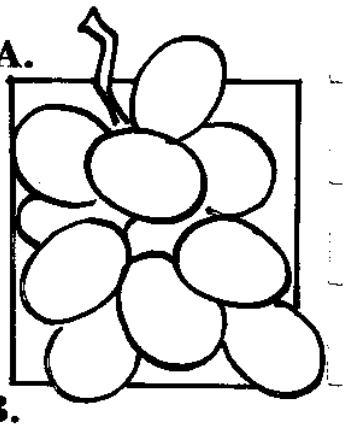
LESSON #5: Color the fruit. Use the 3 methods learned in LESSON #4.

Method #1: Making GREEN GRAPES



Color the grapes yellow. Then cover the yellow with blue. DON'T MAKE THE BLUE TOO DARK! If your markers are "WASHABLE" you can take a brush with water and "blend" the two colors together to make a nice green A.

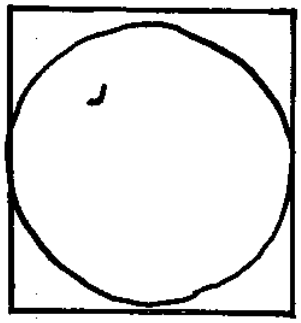
A.



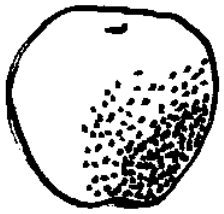
Method #2: Making an ORANGE ORANGE

First color the orange with yellow lines B. Then add red lines in between the yellow lines to make orange. Make sure the lines are close together.

B.

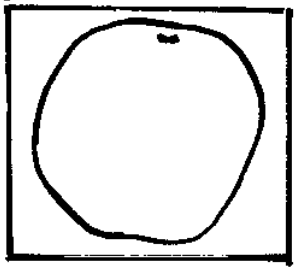


Method #3: Dotting a PURPLE PLUM



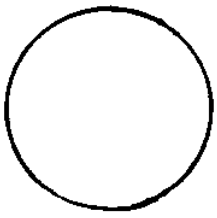
Color the plum by first adding red dots to the surface of the plumb C. Make sure there are plenty of red dots! Then add blue dots in between the red dots to make purple (violet).

C.

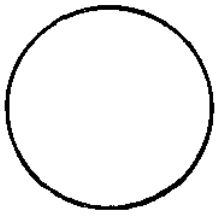


When you have finished coloring in the fruit, color the three circles below with the three methods from above: color a circle violet by adding blue to red and blending D, make orange by adding red and yellow dots E. Finally, make green by placing blue lines in between yellow lines F.

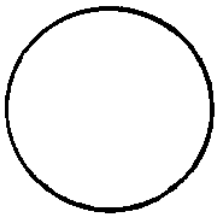
D. VIOLET



E. ORANGE



F. GREEN



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LESSON #6: WARM & COOL COLORS

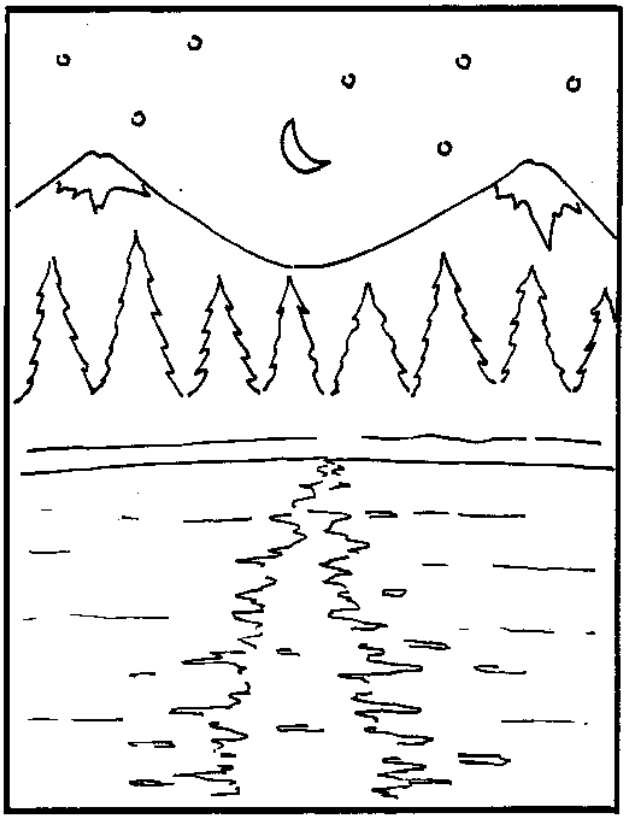
In Lesson #1, we introduced you to warm and cool colors. Blue, green, and violet are all cool. You can almost feel the difference in the TEMPERATURE of colors. What do you think? Is red a warm or cool color? It is a warm color. What about orange? It's warm too. Color in the warm and cool rectangles below.

WARM COLORS:		COOL COLORS:	
RED		BLUE	
YELLOW		VIOLET	
ORANGE		GREEN	

Figure A below, titled "Autumn", is a scene of a barn and trees. Color it with WARM COLORS. Figure B, titled "Night Time", is a scene of water, trees, and a starry night. Color it in COOL COLORS.

FIGURE A "AUTUMN"

FIGURE B "NIGHT TIME"



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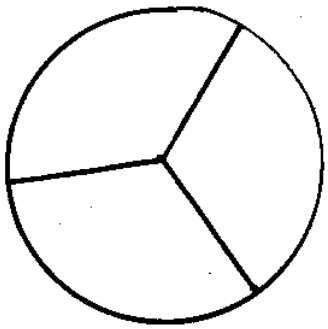
"I set my rainbow in the cloud, and it will be the sign of the covenant between Me and the earth." Genesis 9:13

LESSON #7: COMPLEMENTARY COLORS

Let's return to the color wheel. Color in the PRIMARY COLORS in FIGURE A. Then place the SECONDARY COLORS in between the PRIMARY COLORS in FIGURE B. Use your orange, green, and violet markers for the SECONDARY COLORS. The entire COLOR WHEEL should now be colored!

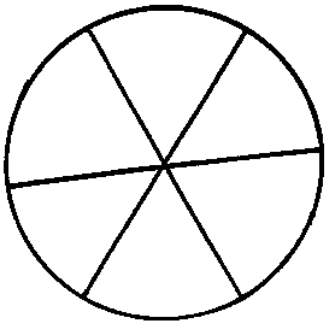
WHEEL A
A. PRIMARY COLORS



RED
BLUE
YELLOW

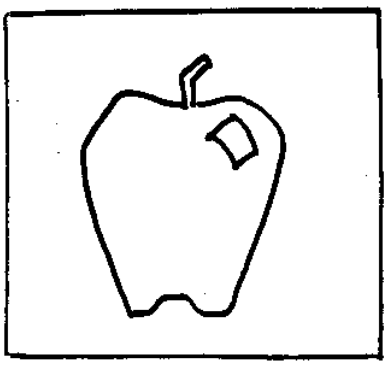
WHEEL B
B. SECONDARY COLORS

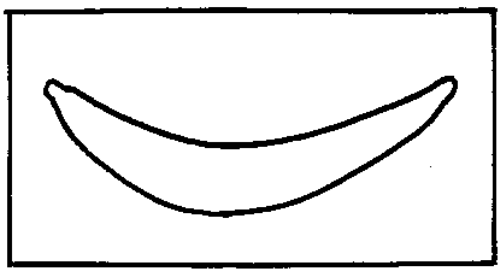
ORANGE
VIOLET
GREEN

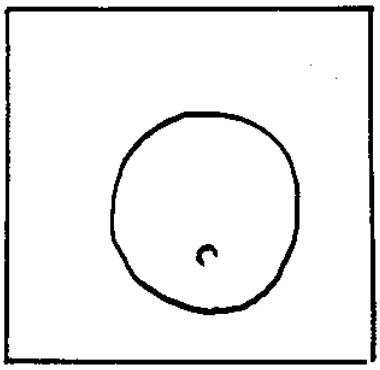


Look at Wheel B. What color is directly across from RED? That's correct, it's GREEN! What's across from YELLOW? Right again, VIOLET! And across from blue? Orange! Any color directly across from another color on the color wheel is its COMPLEMENTARY COLOR.

COMPLEMENTARY COLORS are good to "complement" another color. Let's say that you have painted an apple. What is a good color for the background? Green would be a good choice, since it is the complement of red. Remember, you can use any colors that you like in coloring. These lessons simply teach you more about color when you do not know which colors you want to use. Color the apple, banana, and orange below, and then color the background with their COMPLEMENTARY COLORS.







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LESSON #8: SHADING WITH COMPLEMENTS

COLOR in with complementary colors:

The COMPLEMENT of RED is .....

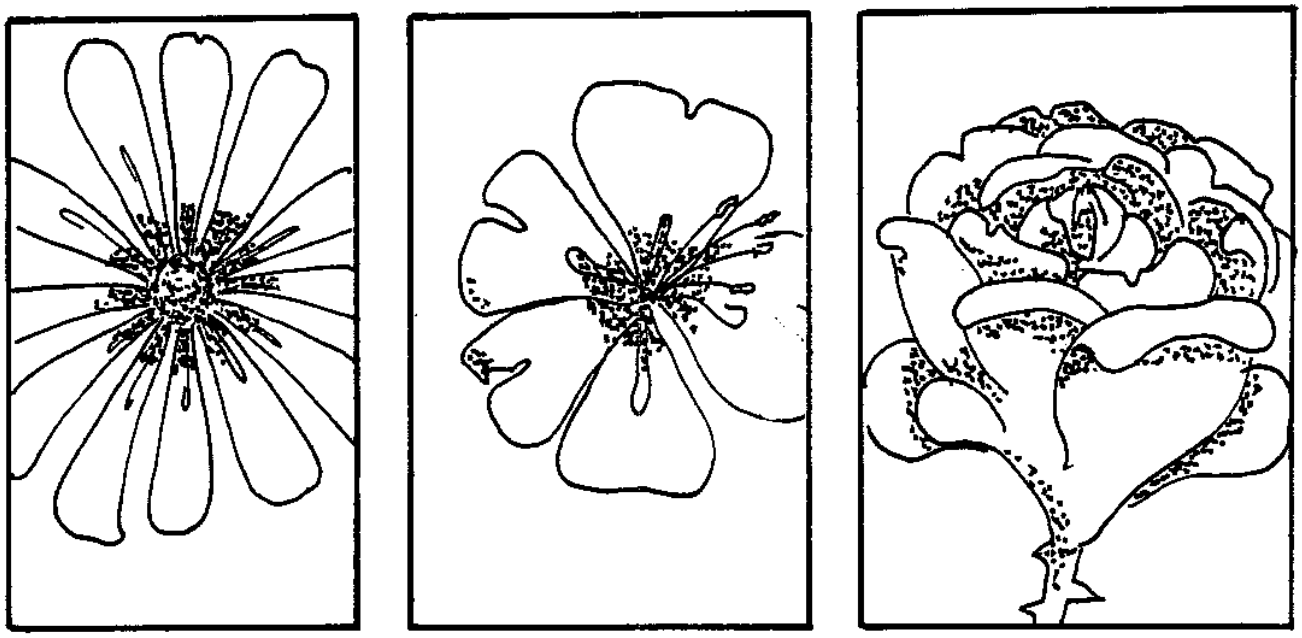
The COMPLEMENT of BLUE is.....

The COMPLEMENT of YELLOW is.....

COMPLEMENTARY COLORS may also be used for mixing colors and shading. If you want to shade an apple, you can use its complement - green. To shade a banana, you may want to use violet. To shade an orange, use blue.

Color the 3 flowers below with dots (using Method C in LESSON #4). Color one flower RED, one flower ORANGE, and one flower YELLOW. Dots have been placed in the shaded area of each flower. This is where you will place your cool colors. Color the entire flower with either yellow, orange, or red dots, and then color over the dark dots which indicate your shaded areas with a cool, complementary color.

A. YELLOW DAISY B. ORANGE HIBISCUS C. RED ROSE



"I am the rose of Sharon, and the lily of the valleys." Song of Songs 2:1

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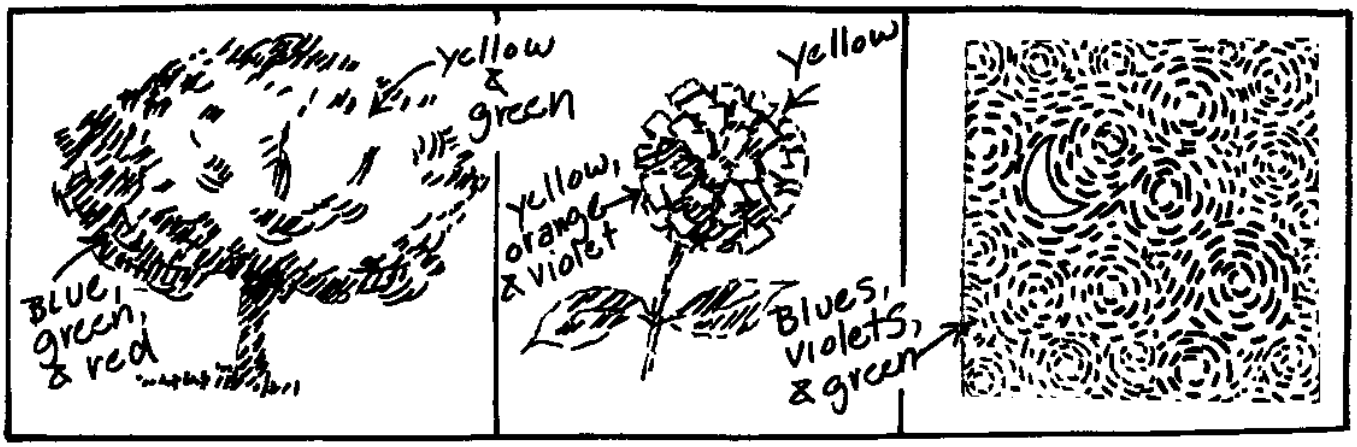
LESSON #9: STUDYING THE MASTERS

VINCENT VAN GOGH 1853-1890

Vincent Van Gogh was a Dutch artist who spent much of his life painting out of doors. He did all of his work from real life. Even so, his work was not "realistic" but "impressionistic". Van Gogh was more interested in capturing an "impression" of a person or place than the exact likeness. He loved color! His paintings are a swirl of vibrant colors and energetic brush strokes.

A. **B.** **C.**



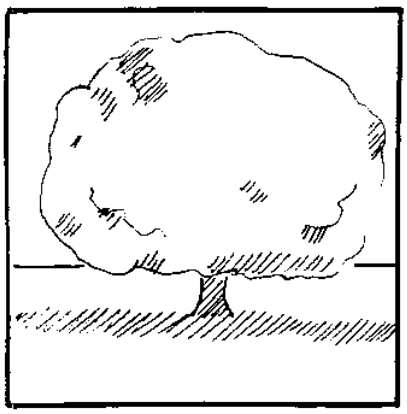
In A, B, & C color in the tree, flower, and starry night in the style of impressionism. Be more interested in strokes and color than in realism.

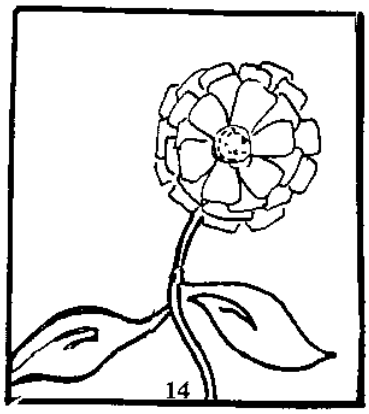
A. Color in the tree and grass yellow & green. Add blue and some red under the tree.

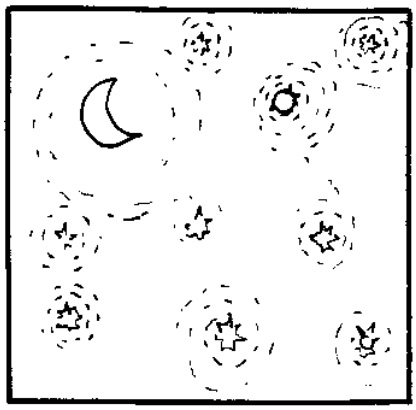
B. Color the flower using yellow & orange strokes. Yellow, green and blue for the green stem.

C. Color the starry night using violet & blue. Use yellow for the stars and moon.

USE BOLD STROKES! **USE BOLD STROKES!**







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LESSON #10: # STARRY NIGHT **by Vincent Van Gogh**

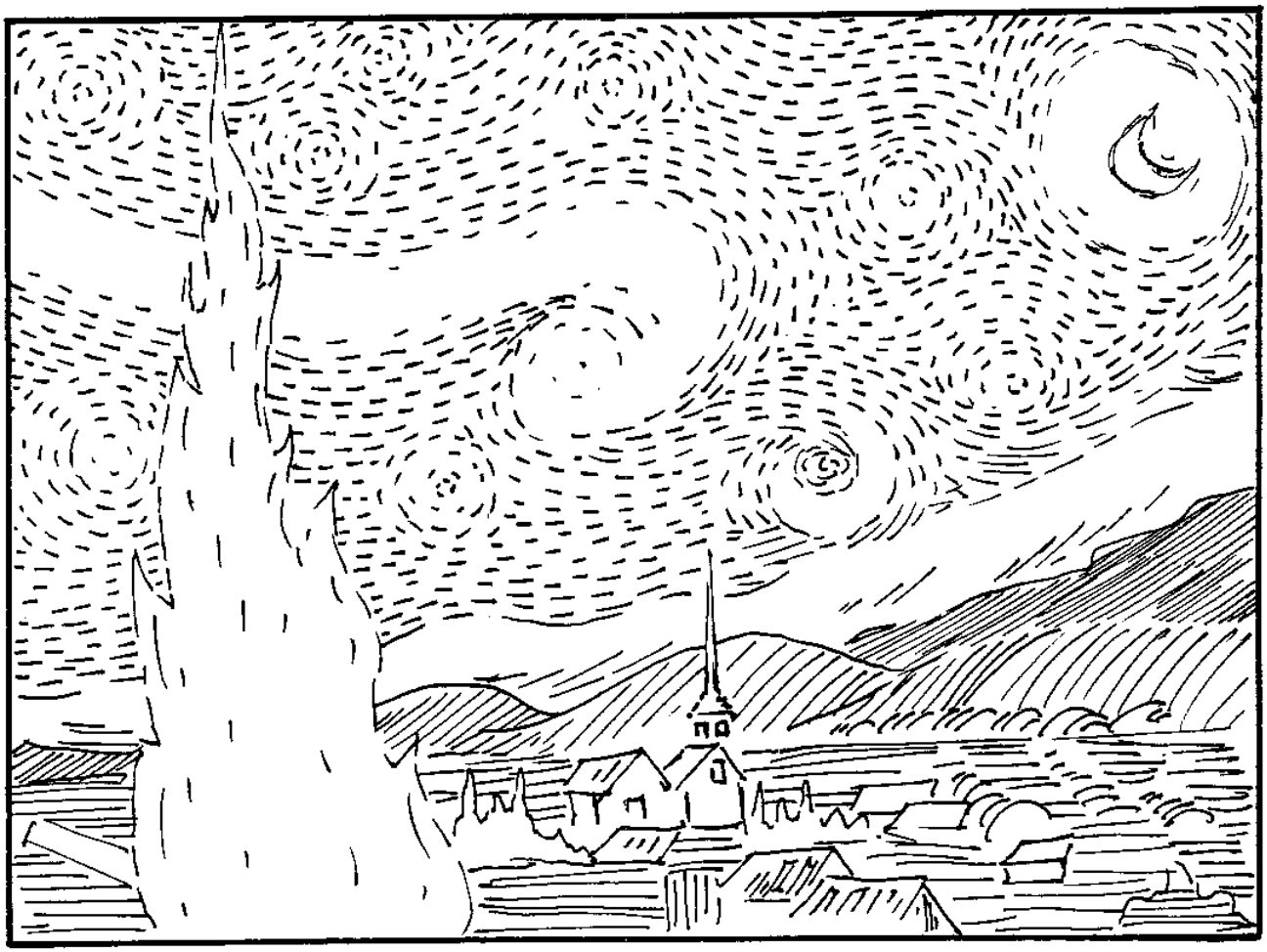
Vincent Van Gogh let his colors dance across the canvas! He would use colors and brush strokes to express his mood. Below is a copy of his painting *Starry Night*. Notice the swirl of stars and sky and how the land and trees seem to move with each brush stroke. This painting is a swirl of cool colors.

For this assignment, add color to scene below. Remember to color it like an impressionist - with short strokes from your markers and a lot of color.

The Nighttime Sky: Blue and violet sky with a touch of red. Yellow stars and moon. Place your strokes close together.

The Land: Again, cool colors of blue, green, and violet. Add a touch of red and yellow. Let the land and sky swirl with color and movement.

USE BOLD STROKES! USE BOLD COLORS!



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LESSON #11

PAINTING THE NEIGHBORHOOD

For this assignment we will do 4 pictures around your neighborhood. It may be your playground, your house, your favorite store. You may want to have some photographs of things in your neighborhood to draw from. For example, animals, farms, trees or flowers. Think about the colors you are using: Is it a warm or cool day? Do you want to use dots or lines to mix colors? What about painting like the impressionists with bold strokes?

MY NEIGHBORHOOD #1

MY NEIGHBORHOOD #2

MY NEIGHBORHOOD #3

MY NEIGHBORHOOD #4

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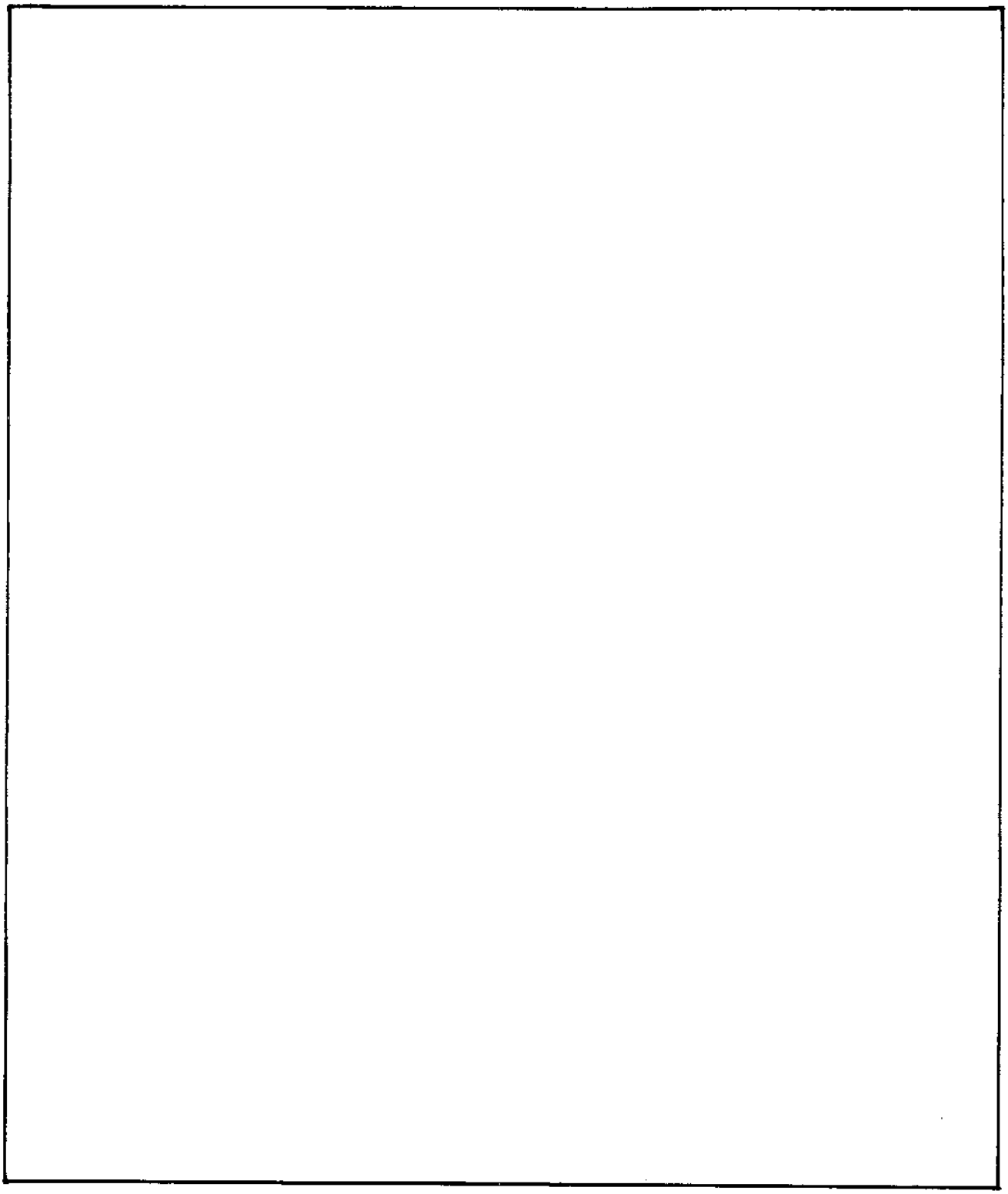

Select your best picture from the previous page, and do it LARGE in the space above. Add more color and detail! Large, colorful pictures like these are good to put on a tee-shirt, or enter in a local contest, or to do it even larger!

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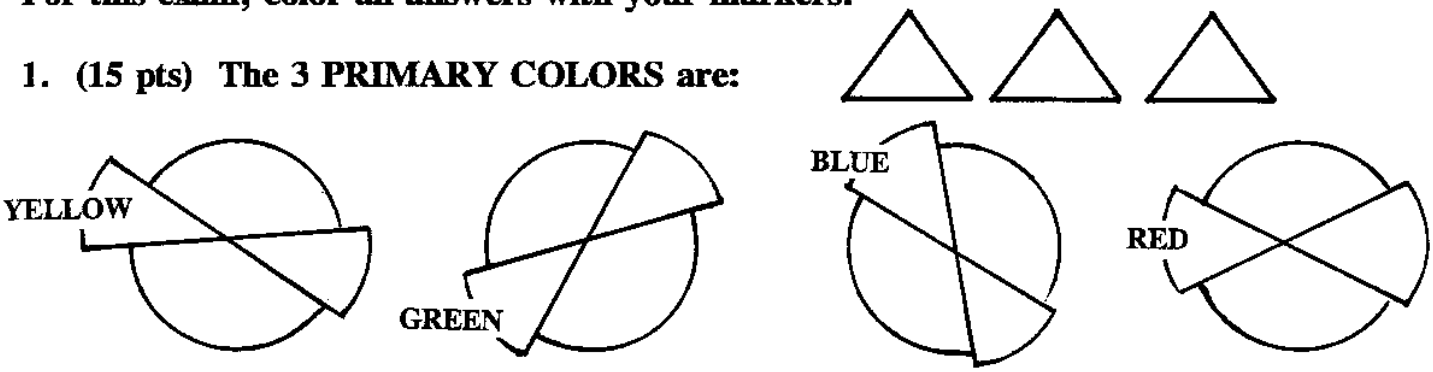
LESSON #12: COLOR EXAM

NAME:_____

DATE:_____

For this exam, color all answers with your markers.

1. **(15 pts) The 3 PRIMARY COLORS are:**



2. **(Above) Color in the complement of yellow, green, blue, and red. (15 pts)**

3. **(5 pts) RED and YELLOW make.....**

4. **(5 pts) BLUE and YELLOW make.....**

5. **(5 pts) RED and BLUE make.....**

(A) **(B)** **(C)**

6. **(Above) Show the 3 ways of mixing colors. Mix yellow and red in the 3 squares using the 3 methods which you learned. (15 pts)**

7. **(Below) Draw, color, and shade an apple, an orange, and a banana in A, B, & C, and color the background with its COMPLEMENTARY color. (15 pts)**

(A) **(B)** **(C)**

8. **On a plain piece of paper, color a field of wild yellow flowers with purple hills and blue sky. Put some farmers in the field, and add trees and a farm house. Color this in an impressionistic style. (25 pts)**

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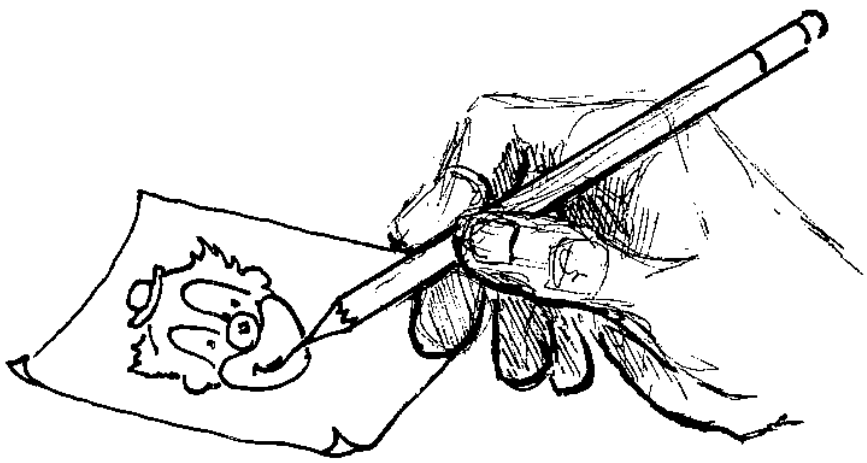
DRAWING



"Whom shall he teach knowledge? And to whom shall he make to understand.....? Them that are weaned from the milk, and drawn from the breasts. For precept must be upon precept; line upon line;...here a little, and there a little." Isaiah 28:9-10

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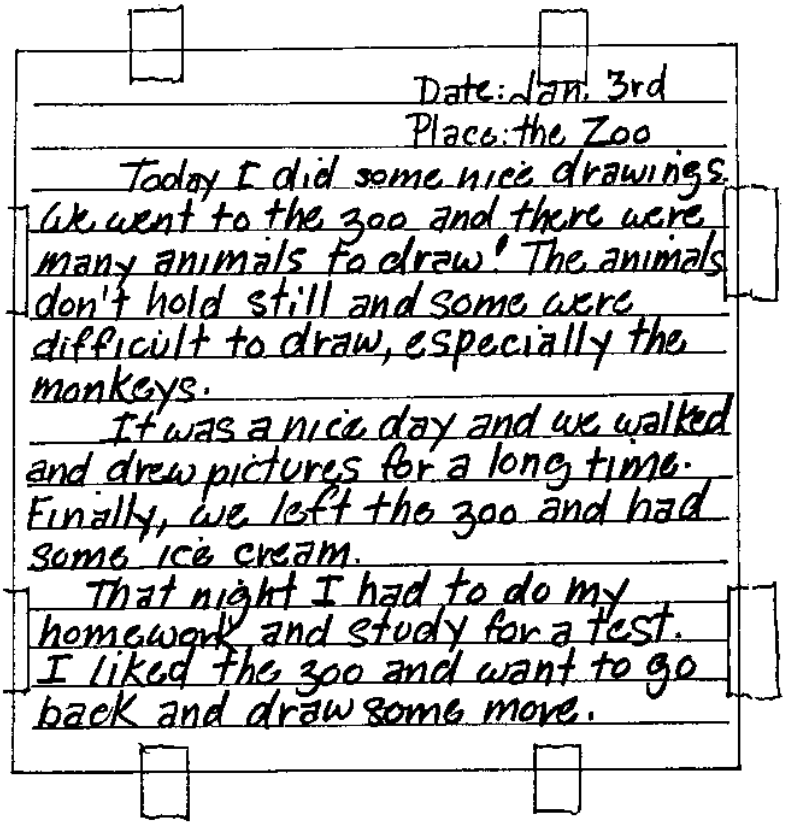
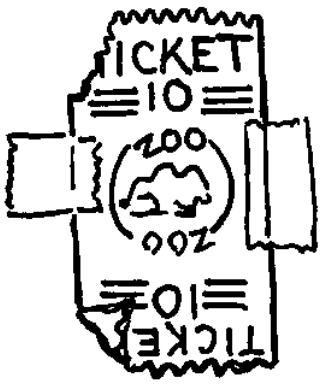
Learning to DRAW

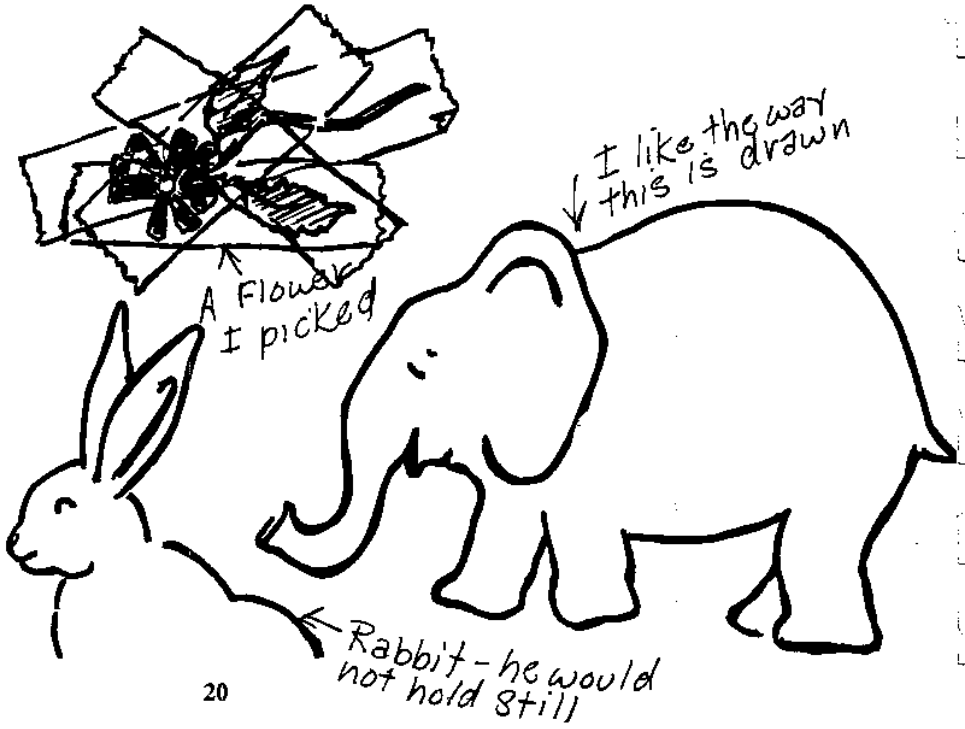
LESSON #13:

LET'S KEEP A JOURNAL!

An artistic journal is a daily diary. In a diary we write about the things we do and the places we visit. With our journal, let's sketch in little drawings to show what is happening around us and write about events that happened that day. You may want to add a photograph, a clipping from the newspaper, or even tape a flower or leaf that you found. Make sure to write the date and where you were that day.







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LESSON #13: MY JOURNAL_____

Let's start a journal. What are some of the things we will write about in our journals?

1. **What is the weather like?**
2. **What did you do?**
3. **What did you draw?**
4. **Where did you go?**
5. **How did you feel?**
6. **What did you learn?**

In today's journal, draw 5 things that are around you this day. Maybe a tree, the teapot on the stove, looking out your window, your family car, a rock...But fill the page with drawings and words about your day!

Name:_____
Date:_____

LESSON #14: Go to the library and study the journals of Leonardo da Vinci. Copy some of his drawings from his journals in the back of your text, and do a 100 word report on him.

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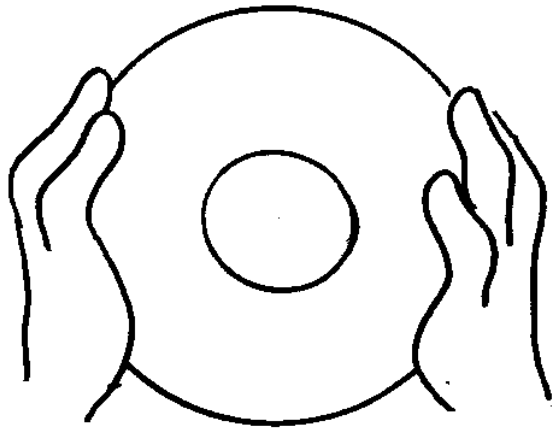
LESSON #15:

WHAT'S INSIDE THE BOWL?

If you hold a bowl up in front of your eyes you will notice that it is a circle A. When we draw a bowl we try to show that it is a circle seen on an angle. This is called an "ellipse". Can you draw a bowl?

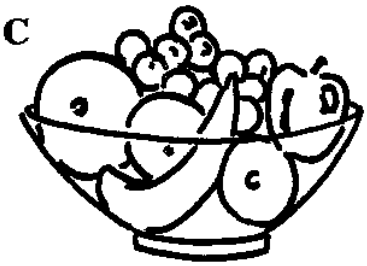
A



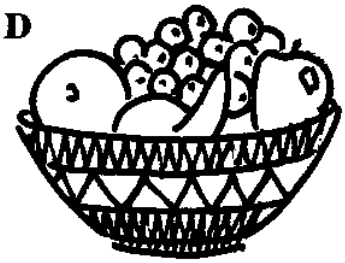
Notice the 3 bowls below. In B we see that a bowl is a circle seen on an angle or an "ellipse". The bowl in C is glass and we can see how all the fruit fit in the bowl. The banana, apple and orange "overlap" each other. The last bowl is ceramic D. Even though we cannot see inside the bowl, we can tell how the fruit sit in the bowl by the way it is drawn.

B

C

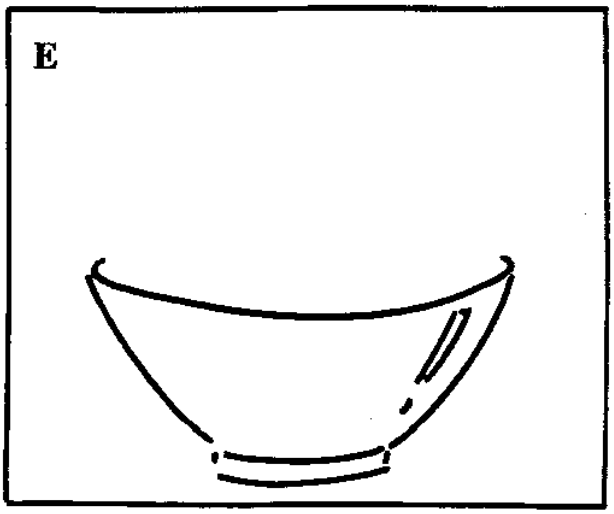


D

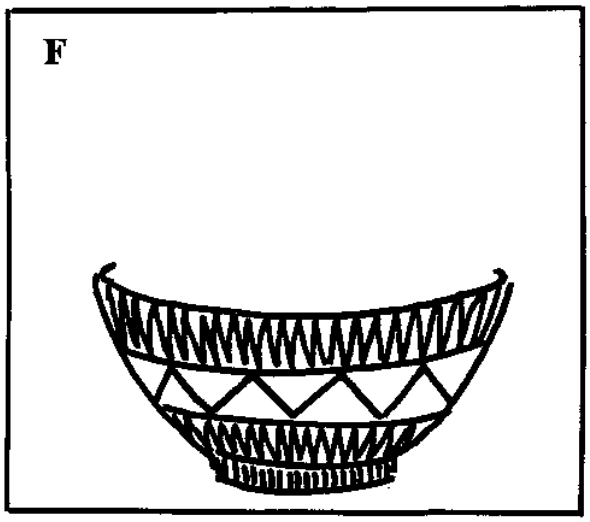


Let's fill the 2 bowls below with fruit. One is a glass bowl E and the other ceramic F. In the glass bowl we will be able to see ALL of the fruit but in the ceramic bowl we will only be able to see the fruit that rises up out of the bowl F. Don't forget to "OVERLAP" when you draw the fruit! Color when finished.

E



F



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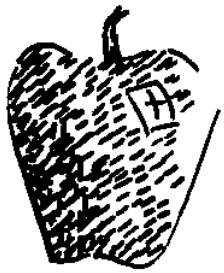
LESSON #16:

OVERLAPPING

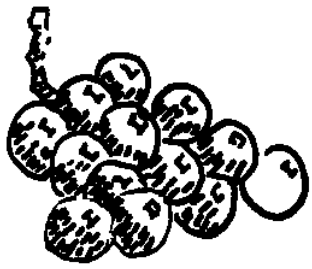
Draw a big, glass bowl and fill it with fruit. Make sure to OVERLAP. Color your bowl of fruit using little strokes and a lot of color the way the impressionists did. (Review Method B in LESSON #4).

A



Before coloring your bowl of fruit practice by coloring the apple and grapes in A & B. In some areas of your apple you may want to add touches of green or blue. In other areas a little orange and yellow. But the overall apple is a lot of red strokes. When coloring grapes you may want to start with red and then add blue strokes.

B



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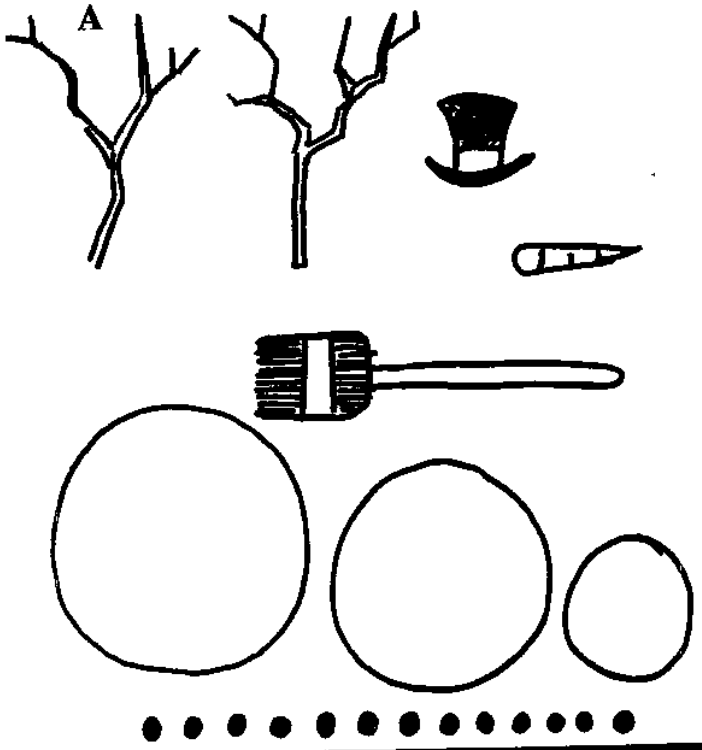
LESSON #17: # LET'S MAKE A SNOWMAN!

A



B

We are now going to take the objects above in A and create a SNOWMAN as shown in FIGURE BOX B. Draw the 3 circles on top of each other. Add some coals for the eyes, mouth and down his belly for buttons. Give your snowman a carrot nose and branches for arms. Finally, add a broom to one of his hands. When everything is finished, go over the snowman with your black pen.

Place Snowman Here

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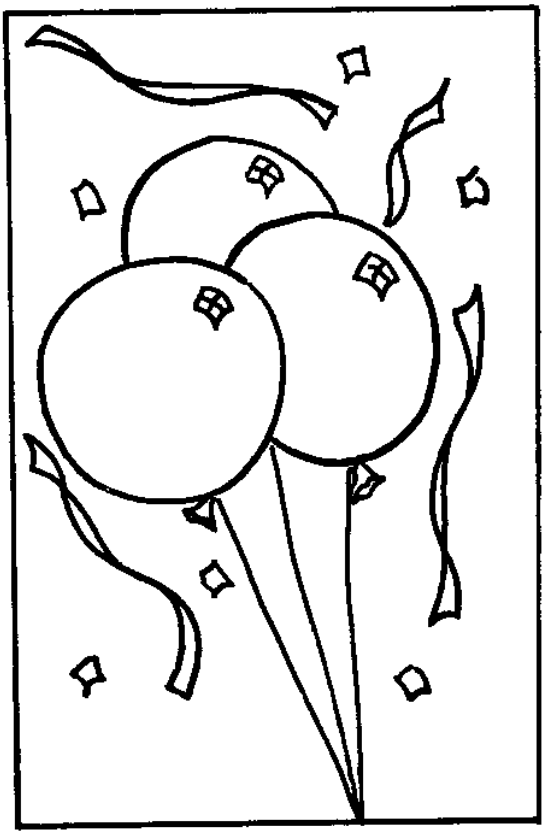
LESSON #18:

BALLOONS!!!

A



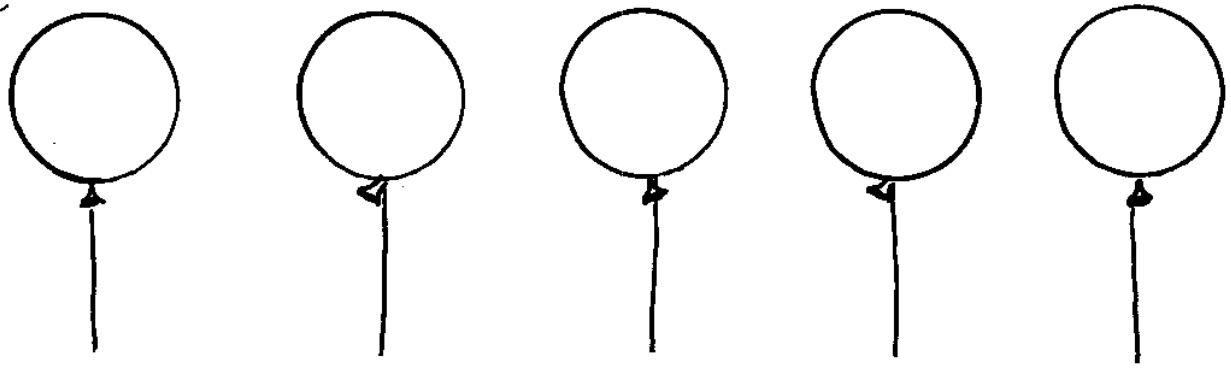
Can you draw three balloons below in B. just like the ones in FIGURE BOX A? Remember, by overlapping you put one balloon in front of another to create depth. Draw lightly with pencil and then outline with your black marker.

B

First, color the three balloons in FIGURE BOX A with the primary colors. Color the background in with a warm color. Notice the little window placed on the balloons to suggest the HIGHLIGHT, where the light shines on the balloons the most. The HIGHLIGHT goes AROUND and follows the curve of the balloon.

See if you can draw a highlight on the balloons below C., and then color them in using one each of the three methods in LESSON #4. Finally, color the three balloons you drew above in B. with warm colors and color the background with a cool color.

C



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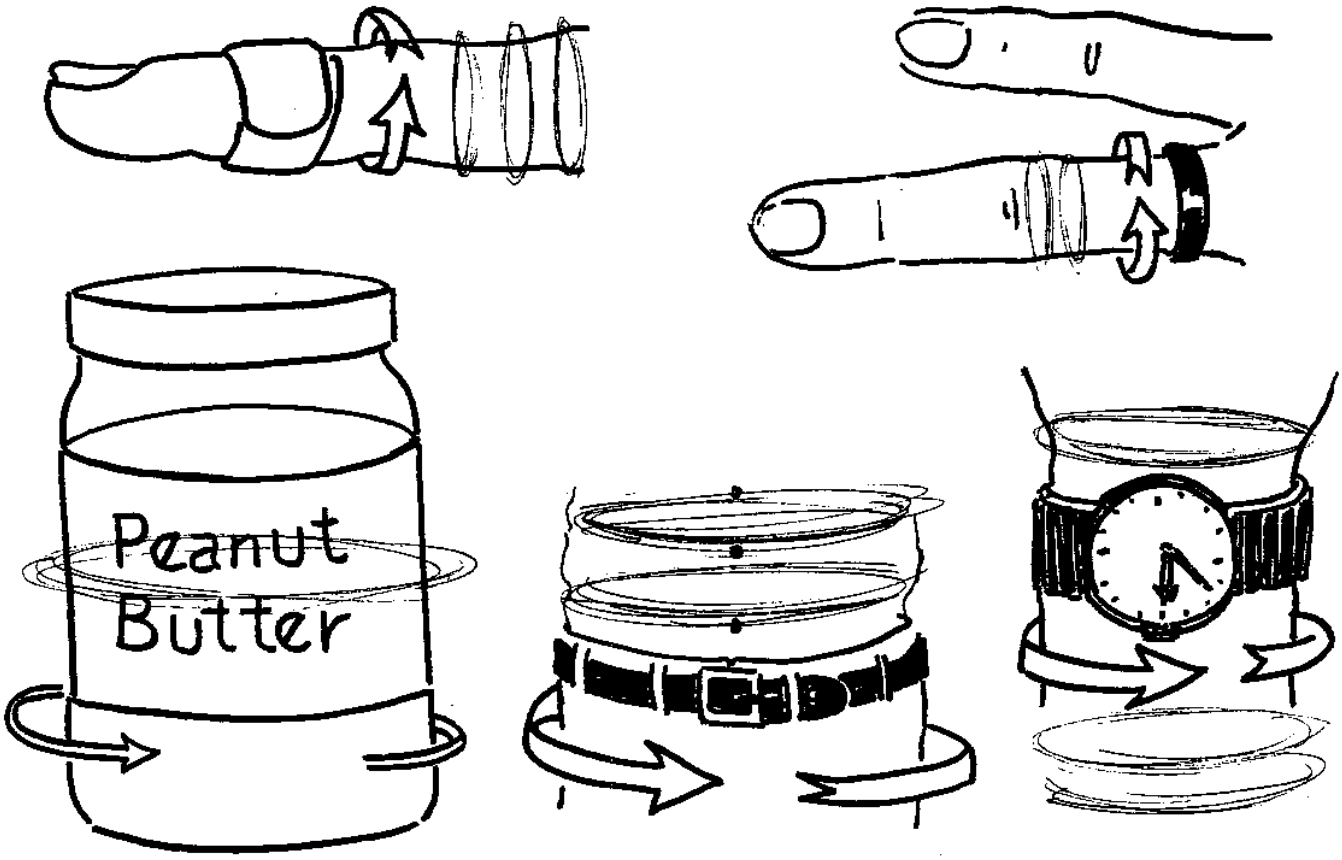
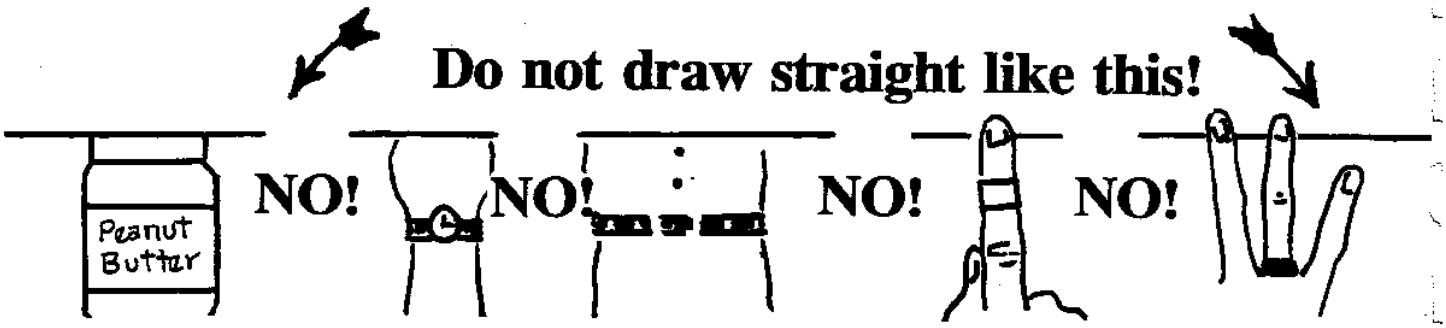
LESSON #19: "WHAT GOES AROUND COMES AROUND"

Notice the way things go AROUND an object. Look how a Band-Aid goes AROUND a finger; a watch AROUND a wrist; a label AROUND a jar. Show that they go around, just like an ELLIPSE.

On the next page, do a drawing of a Band-Aid on a finger; a watch on a wrist; a label on a jar; a ring on a finger; and a belt around a waist. Show how they all go AROUND.





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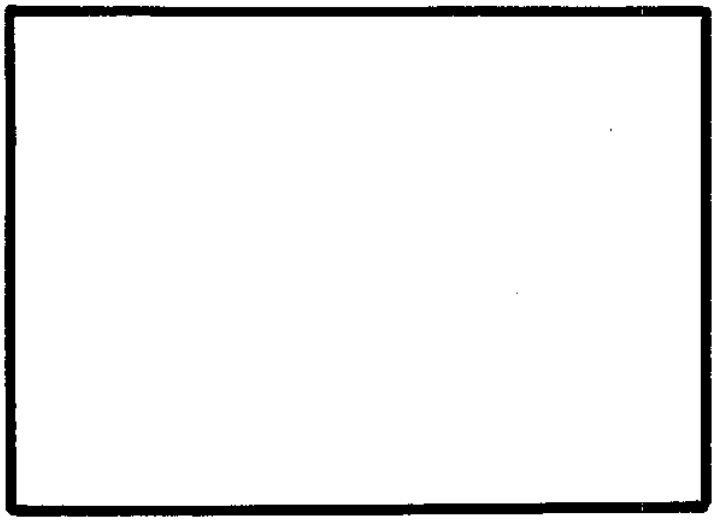
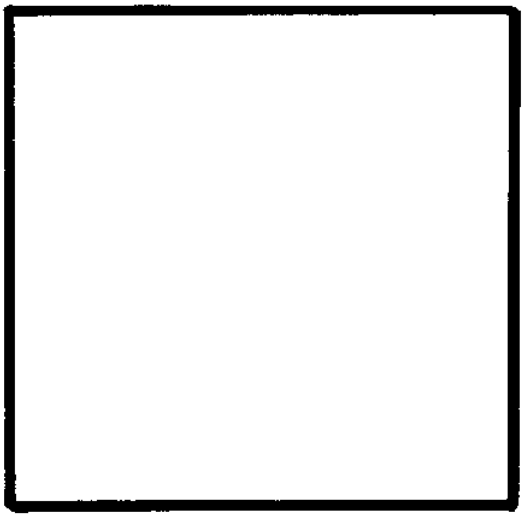
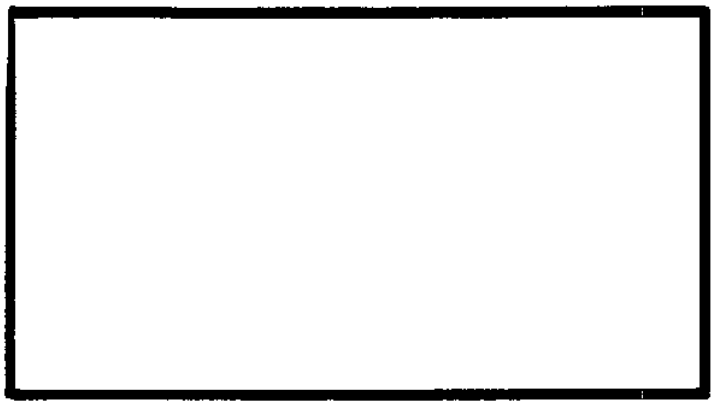
A.....A FINGER WITH A RING



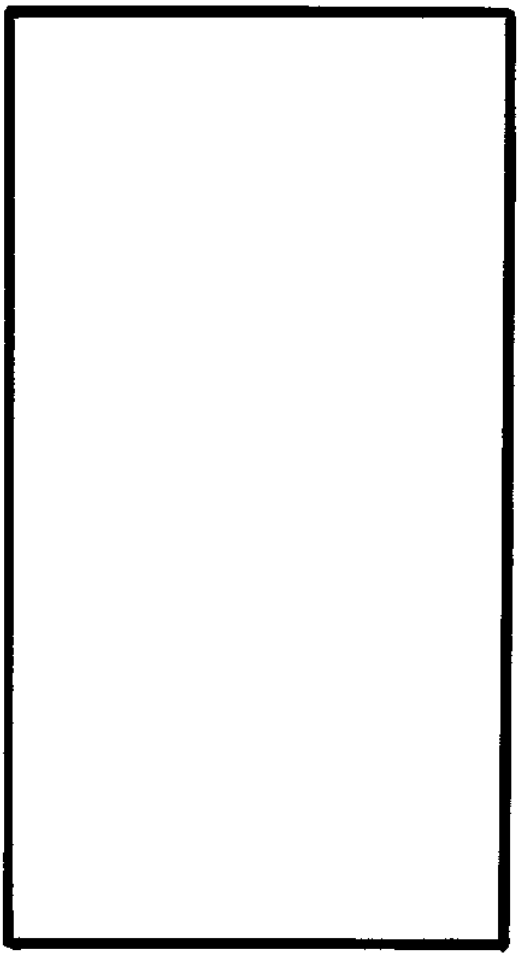
B.....A BELT WITH A BELLY



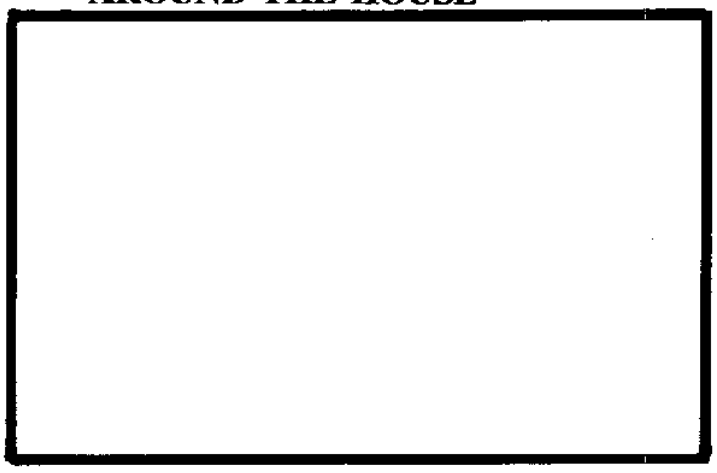
C.....A WATCH ON A WRIST



D.....JELLY JARS & LABELS



E.....SOMETHING ROUND AROUND THE HOUSE



Draw the objects that go AROUND. Try to draw them from real life if you can. In FIGURE BOX E find something in your home that goes AROUND and draw it.

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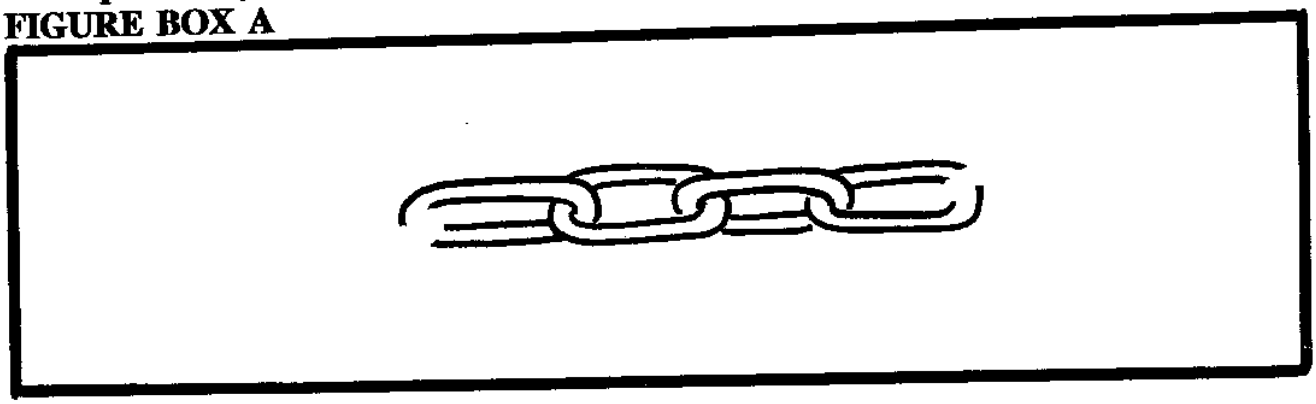
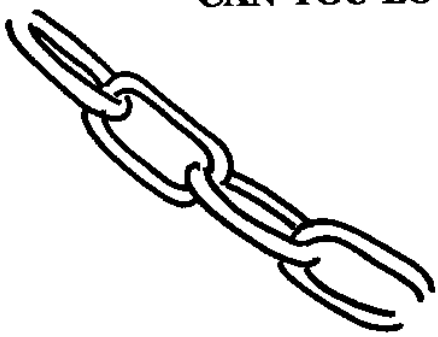
LESSON #20: # OVERLAPPING

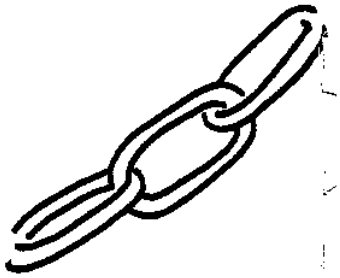
Notice the links below in FIGURE BOX A. See how they weave in and out and overlap? Can you add more links on either side of the chain?

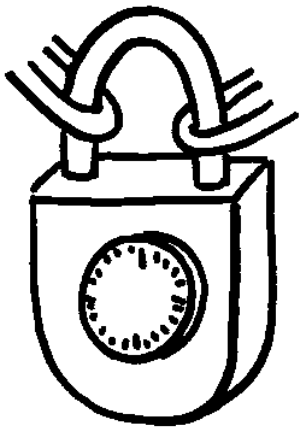
FIGURE BOX A



CAN YOU LOCK THE CHAIN?







See if you can add another link to each end of the chain and then place the lock on the chain and lock it. Draw one link at a time and overlap. Draw in pencil first and then outline with your black pen.

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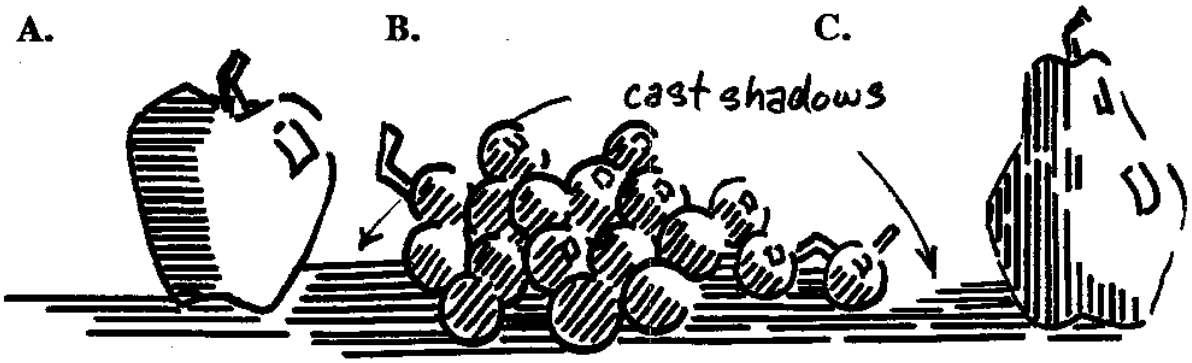
LESSON #21: "LET THERE BE LIGHT"

Today we are going to learn about a LIGHT SOURCE, and how to use LIGHT when drawing. We will also learn how to SHADE. Set up a lamp or a spotlight, and place an apple, pear, grapes, or other fruit on the table. Notice how the LIGHT shines on only part of the fruit (A & B). There is a light side and a dark side. The side of your fruit in light should not be completely outlined (C). Allow light to enter in!

A. **B.** **C.**



HORIZONTAL LINES **DIAGONAL LINES** **VERTICAL LINES**

It is good to shade with LINE. The fruit above was shaded with horizontal, diagonal, and vertical lines (A,B,C). Lines let your shaded areas "breathe."

Draw an apple, grapes, and a pear below. Have a light source. Next, draw in the shadows of the fruit on the table, which are called CAST SHADOWS. Do not outline your shadows. Finally, use line for all shading.

MY STUDY OF FRUIT AND LIGHT BY _____

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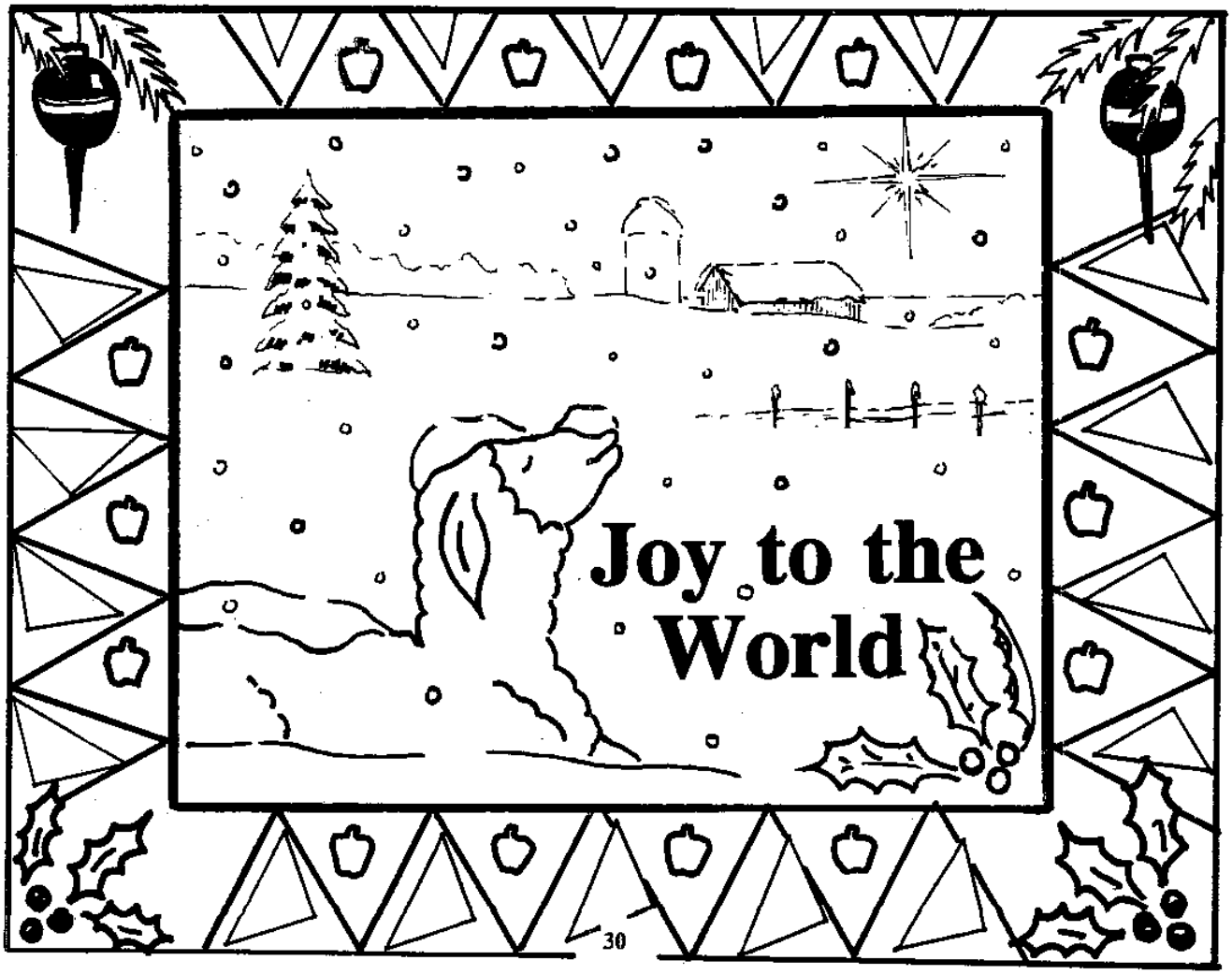
MERRY CHRISTMAS!

LESSON #22:

Let's design a Christmas card! First of all, do a series of THUMBNAIL SKETCHES on the following page. These are a series of quick sketches that will help you find the very best idea for your finished drawing. You may want to obtain some photographs of scenes in your town or neighborhood, or pictures that really mean Christmas to you, or simply come up with ideas by using your imagination! Find some old Christmas cards to copy a nice design for the border of your card, giving your drawing a nice Christmas frame.

Select your favorite Christmas design from your THUMBNAIL SKETCHES, and draw it in FIGURE BOX A on page 31. The size of this figure box is the same as the standard size for a card used in printing. It is also practical for envelopes.

When you have completed your final design, go over it with your black drawing pen so it can be easily printed. The printers call this CAMERA READY art. After your cards are printed, you can go back and hand color each one individually. You may choose to make xeroxed copies.



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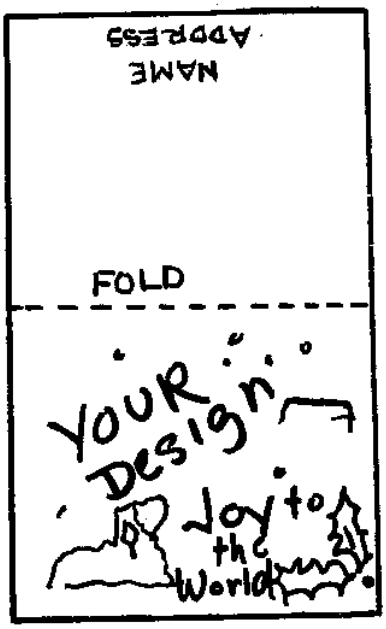
DO 6 THUMBNAIL SKETCHES

FIGURE BOX A

FIGURE BOX B



Note: Decide whether you want to hand letter your card or have a print shop TYPESET your wording. Typesetting really looks good and will enhance your Christmas card. You may even have your name and address printed on the back of your card (see FIGURE BOX B). If you would like to hand letter your Christmas message see LESSON #67.

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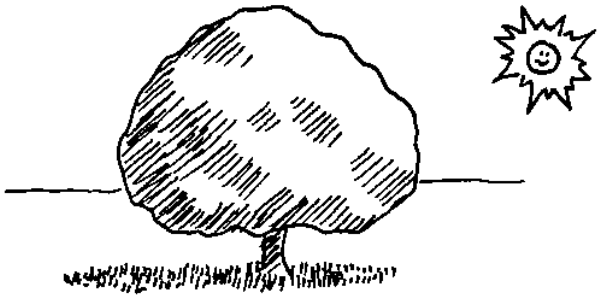
LESSON #23: SUN SHINE ON ME!

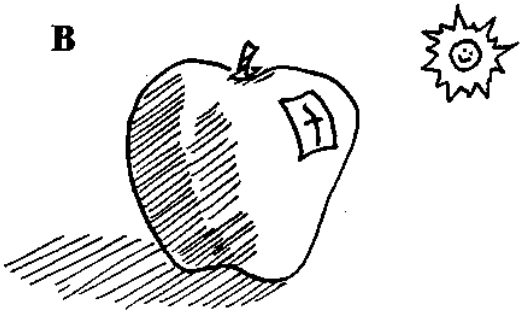
Today we will paint sunshine! What color is the sun? Correct, it is yellow. To show sunlight we can do some fun things with color. Take the tree below (A). Color the entire top of the tree yellow. Add a little green to the side in sunlight. On the shaded side of the tree add some blue or red to the green. Try to color the tree trunk any color but brown. Can you make a pretty brown by mixing colors?

Now, let's look at the apple (B). Color the entire apple yellow. Add orange to most of it and then some red. On the shaded side, add some violet, blue or green and then some more red. Finish the tree and the apple below before starting on the picture. You may want to color with short strokes like the impressionists or take a wet brush and blend your colors.

A

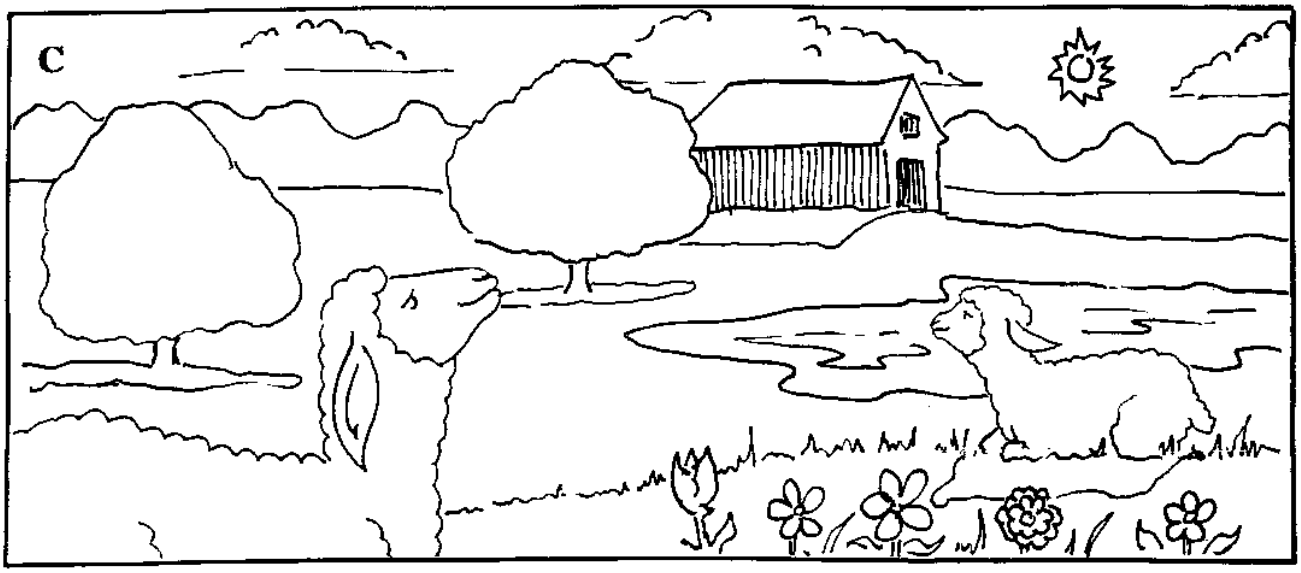


B



Let's paint the sun yellow in the picture below (C). First, color everything in the picture that is in the sunlight yellow! Then add some color in these areas. For instance; if you have green grass in the field, put some green in with the yellow. (Make sure that you have much more yellow than green!) Keep it bright and lively! See if you can color the shaded area under the tree. What color would you add to green to make it a cool, shaded color? Correct, blue. Leave your sheep white. You may want to color a little violet into the shaded areas of the animals.

C



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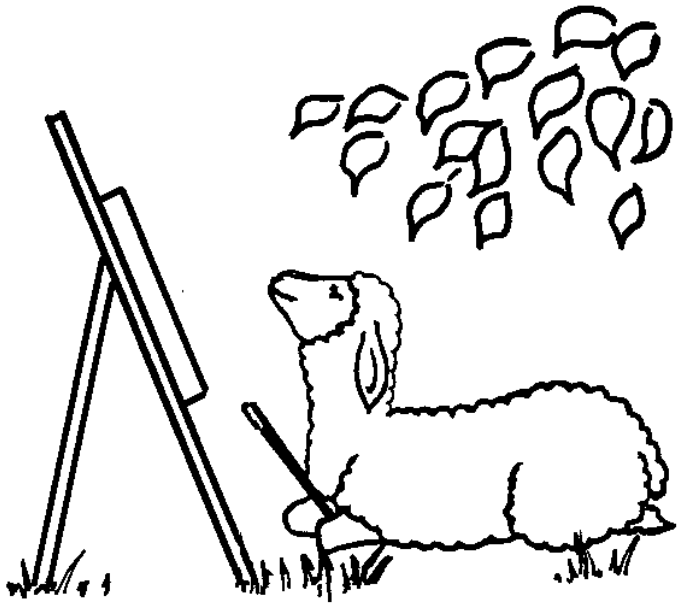
NATURE



"For by Him all things were created: things in heaven and on earth.....
Colossians 1:16

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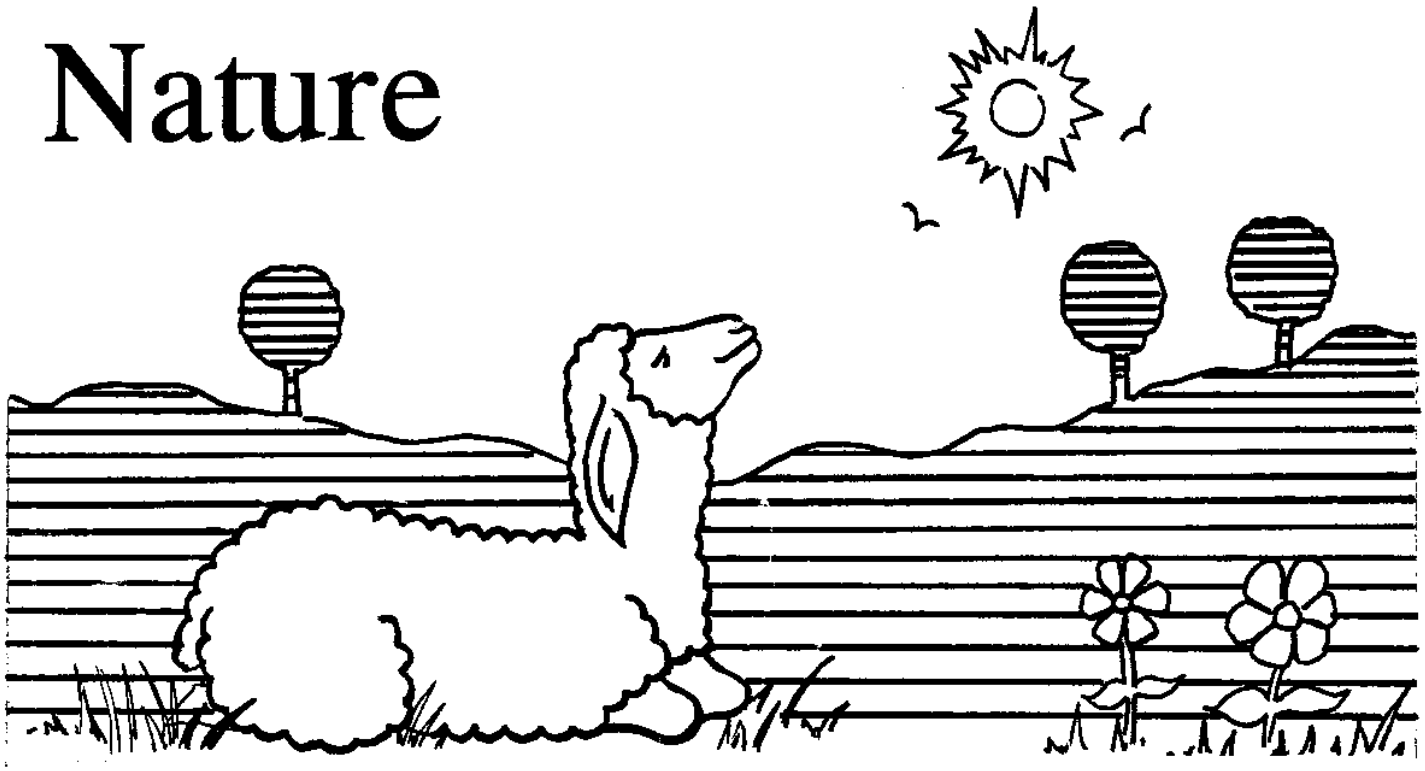
"O Lord, our Lord, how excellent is thy name in all the earth! Who hast set thy glory above the heavens." Psalm 8:1

Nature



Nature is full of color as the sun shines down on all of God's creation...a burst of flowers, a sunset, a rainbow. The next lesson will help you to use your imagination when drawing and coloring nature.

LESSON #24: IMAGINE THE FOUR SEASONS

DRAWING #1: SPRING. Imagine a field of flowers with hills in the background. It is a bright, sunny day. There is a rainbow, and birds are in the sky. Use greens and purple and yellow. Color like an impressionist!

DRAWING #2: SUMMER. Imagine a red barn with cows and horses in the field. A fence goes across the green pasture. Mountains appear in the distance. The day is sunny with white clouds. Use warm colors!

DRAWING #3: AUTUMN. Imagine a scarecrow hanging in a field of pumpkins and dry corn stalks. The sun is setting, and the sky is filled with evening colors. Be creative with your colors.

DRAWING #4: WINTER. Imagine a park scene with a playground. Draw a seesaw and a swing set. Children are dressed in winter clothes making a snowman! There are no leaves on the trees, and the sky is cloudy. Use cool colors.

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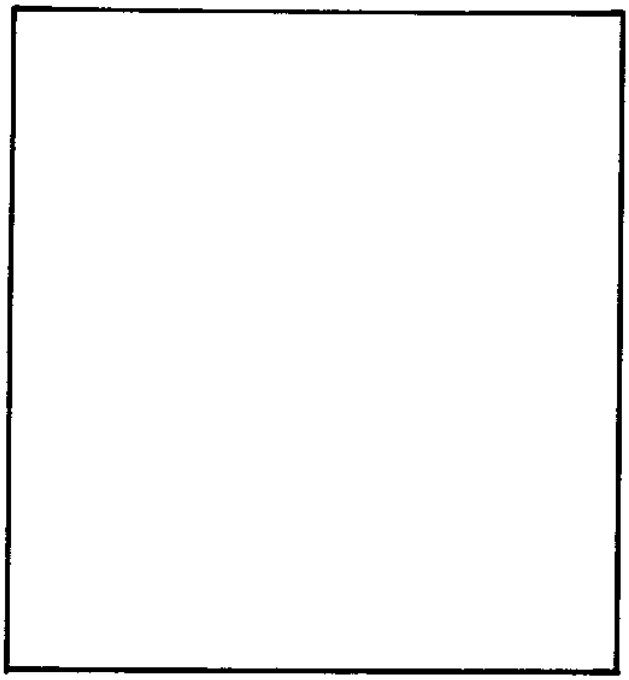
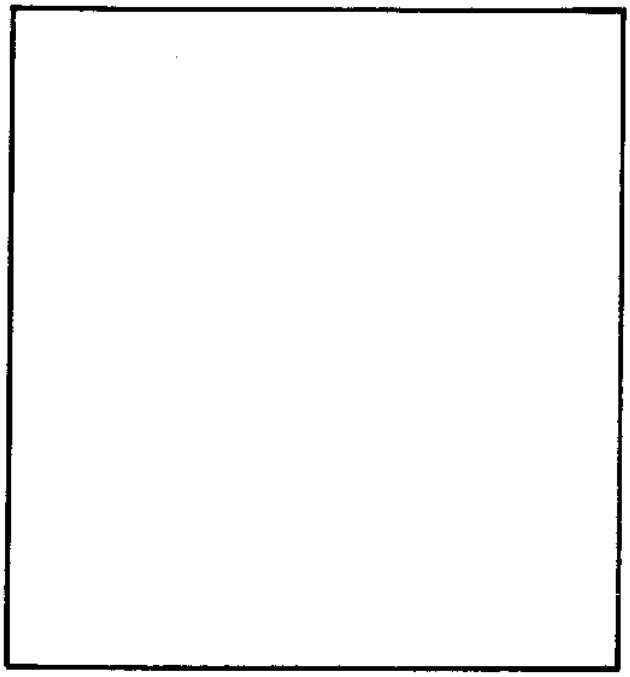
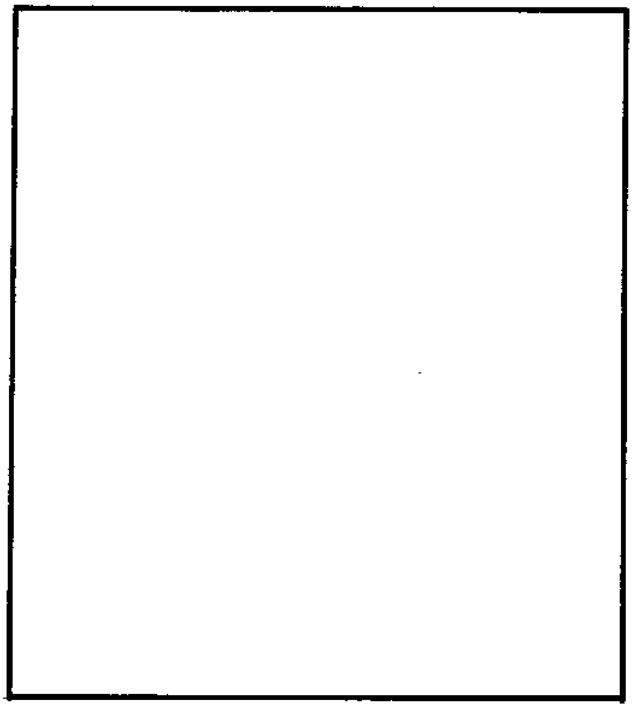
DRAWING #1: Spring



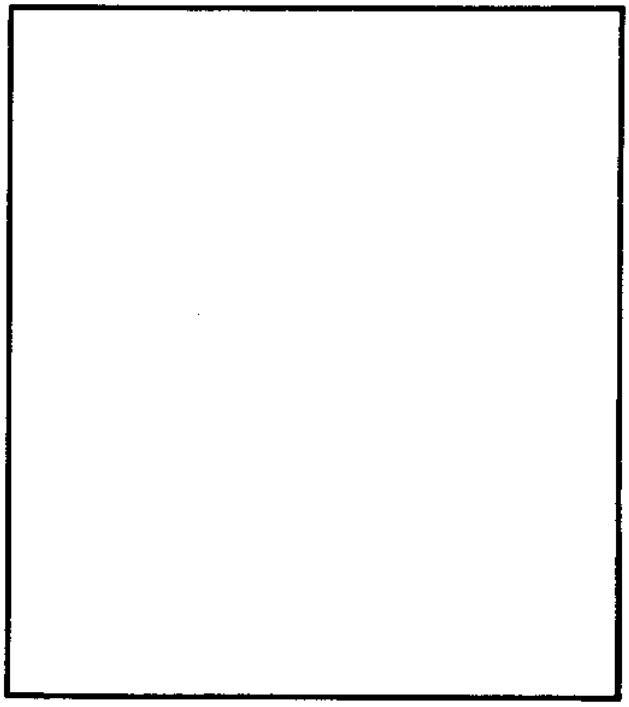
DRAWING #2: Summer



DRAWING #3: Autumn



DRAWING #4: Winter



Note: When you have finished the 4 pictures above, take your favorite picture, and use your brush to BLEND some of the colors. Dip your brush in clean water, and paint with the wet brush over the marker colors in your painting and watch how they blend! Go back and draw some details with your black marker.

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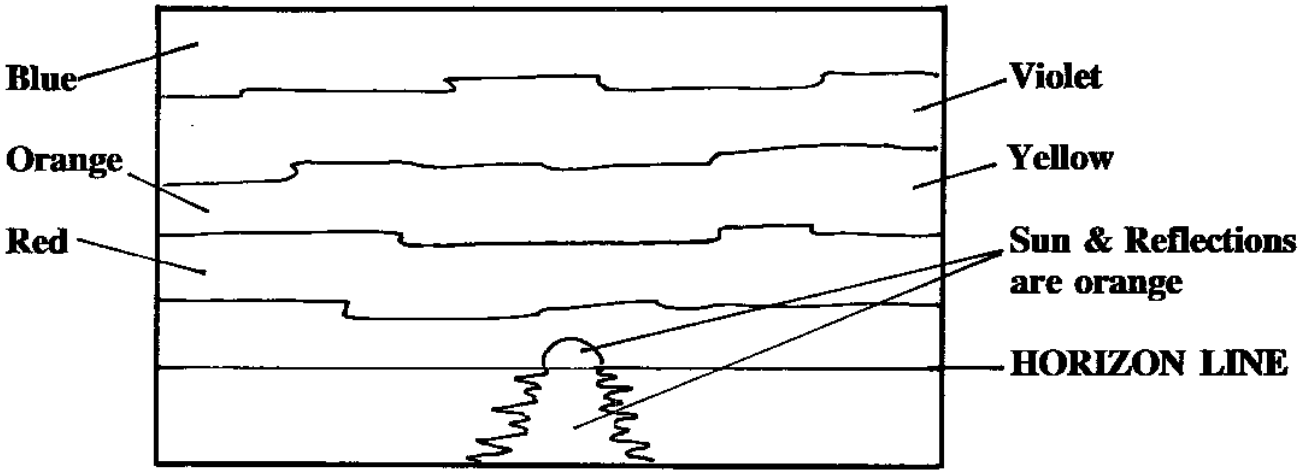
"From the rising of the sun unto the going down of the same the Lord's name is to be praised." Psalm 113:3

LESSON #25: SUNRISE - SUNSET

Let's continue to BLEND colors in sunrises and sunsets! Go out and look at the sky just before the sun rises and just before it goes down and see the colors! The warmest colors will be near the HORIZON. The HORIZON is where LAND meets SKY. As the sun sets, the first color nearest the HORIZON will be red, then orange, then yellow, then violet, then blue, and finally a deep, dark blue far up in the sky. After you have colored in the sky, take your brush and dip it in clean water and BLEND the colors. When blending, you will need WATER SOLUBLE markers.

Do a sunrise and sunset painting below. In one painting have a lake, mountains, and sunset. In the other, a blue sea, sunrise, sailboat and sea gulls.



"Sunrise" by _____ "Sunset" by _____

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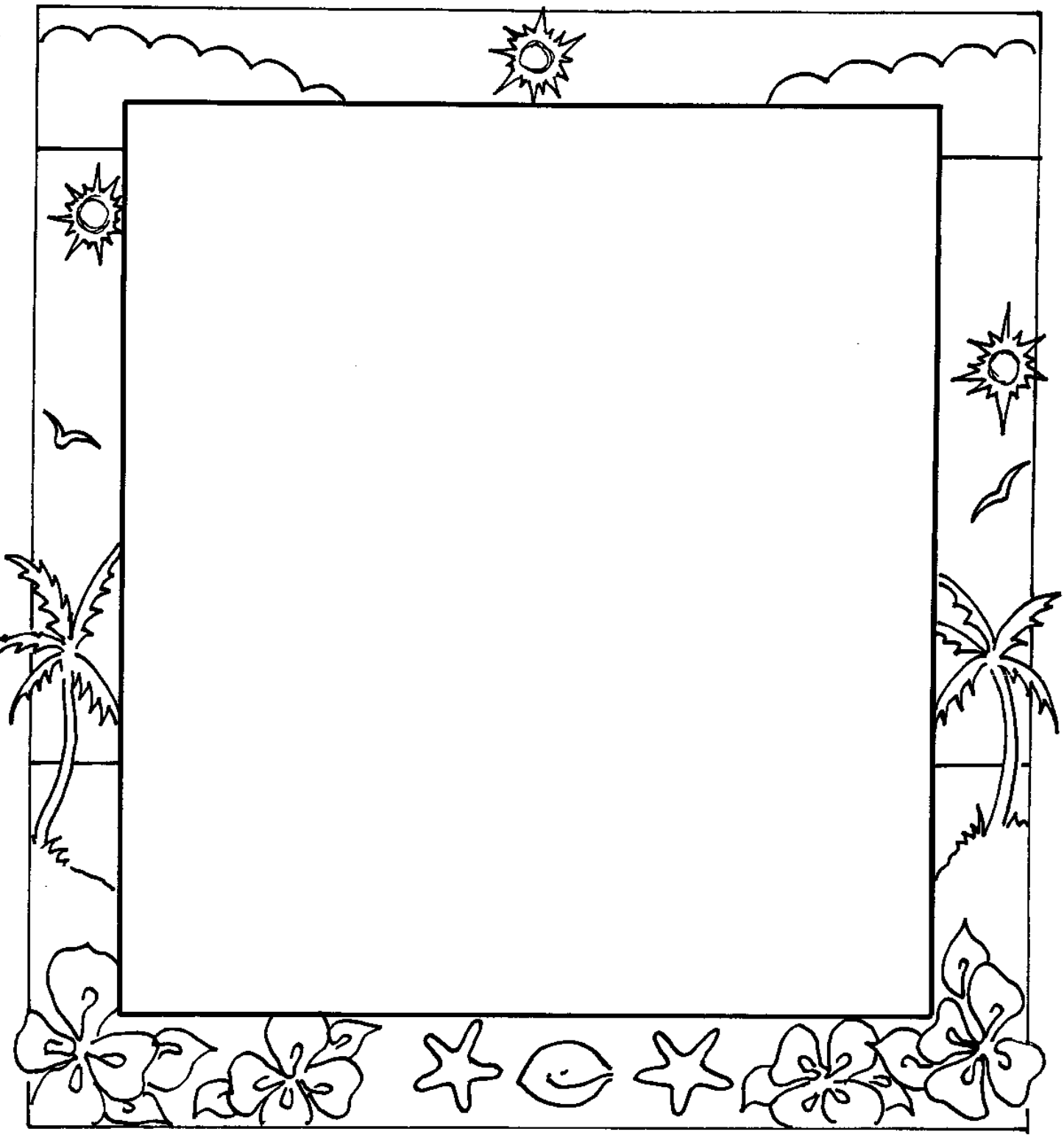

LESSON #26: Do either a sunrise or a sunset picture somewhere in your neighborhood. Take your book and markers and sit outside or by your window and watch for the sky to change colors before the sun sets. When the clouds start to light up with color begin coloring! Work quickly. Blend your colors.

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"ONLY GOD CAN MAKE A TREE."

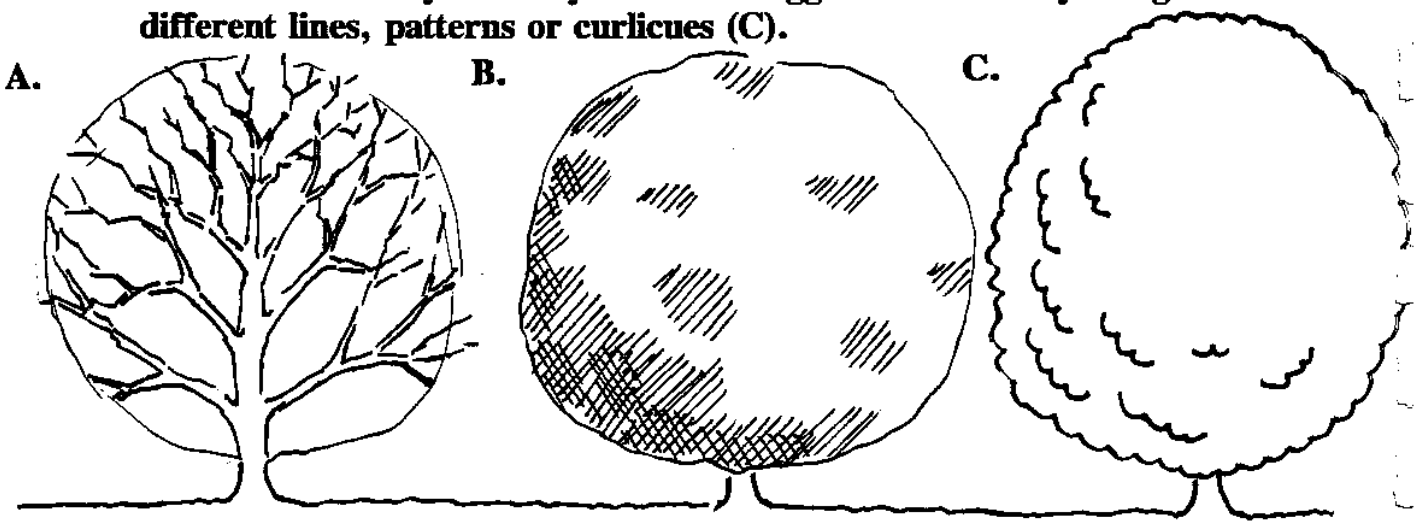
Joyce Kilmer

TREE RULES:

#1. When drawing a tree, the branches and trunk are always thicker at the base and becomes thinner as they "branch" out (A).

#2. Make the top of your tree LARGE (B).

#3. Do not draw every leaf on your tree. Suggest the leaves by using different lines, patterns or curlicues (C).



LESSON #27: On page 39, draw and color 6 trees using the methods below:

TREE #1: BLENDING (With brush and water)

Color the leaves yellow, add blue and blend with a brush to make green (like the tree in Lesson #23). You may want to BLEND blue into the darker areas. When dry, you can add some detail in the leaves. Try to color your tree trunk with any color but brown.

TREE #2: LINE or CROSSHATCHING

Color this tree in the impressionistic style by using short strokes next to each other. (Refer to LESSONS #9 & #10.) Make brown with different colors.

TREE #3: CONTOUR (Outline)

Outline the tree and the trunk. Use a purple for the trunk and yellow, blue, and green to outline the leaves.

TREE #4: POINTILLISM (Dots)

This is the same as METHOD C in LESSON #4. Remember, use yellow and blue dots close together to make green.

TREE #5: CURLICUES

Use little swirls and curls and various colors to create a nice leaf pattern (C).

TREE #6: WINTER TREE

The limbs on a tree become thinner as they extend out (A).

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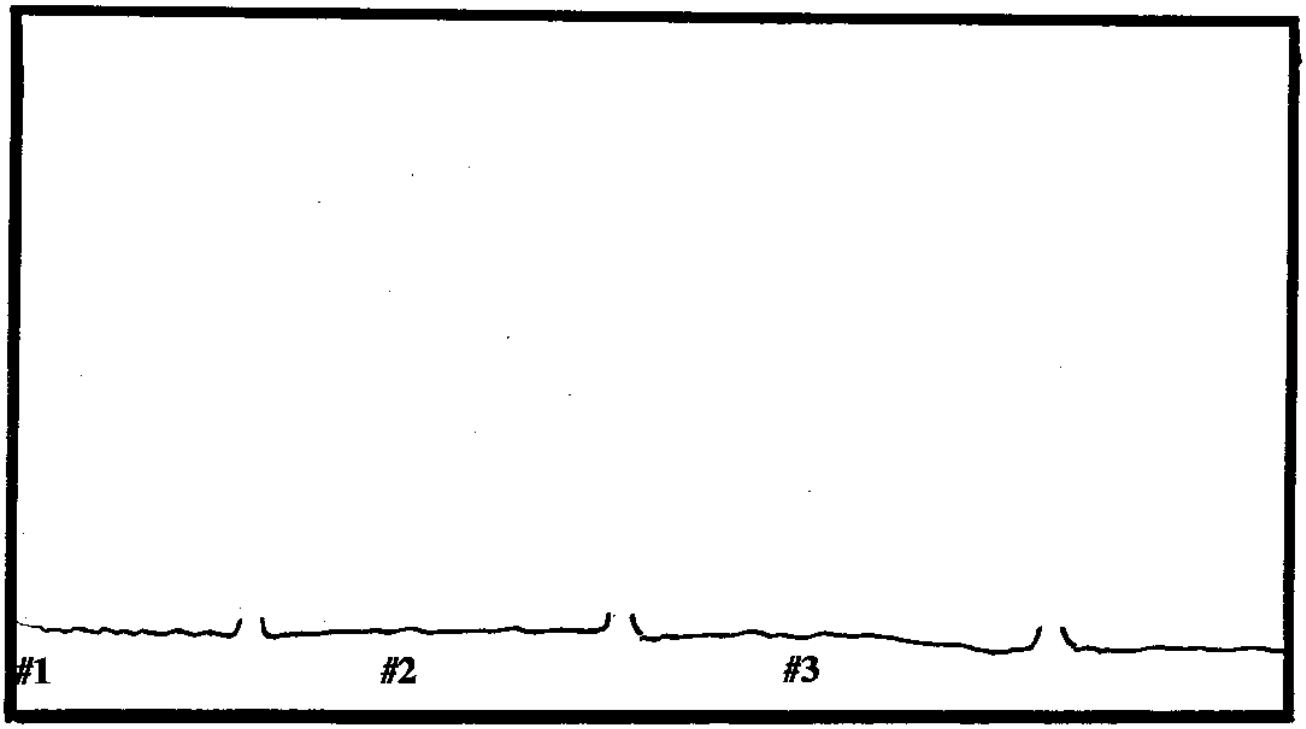
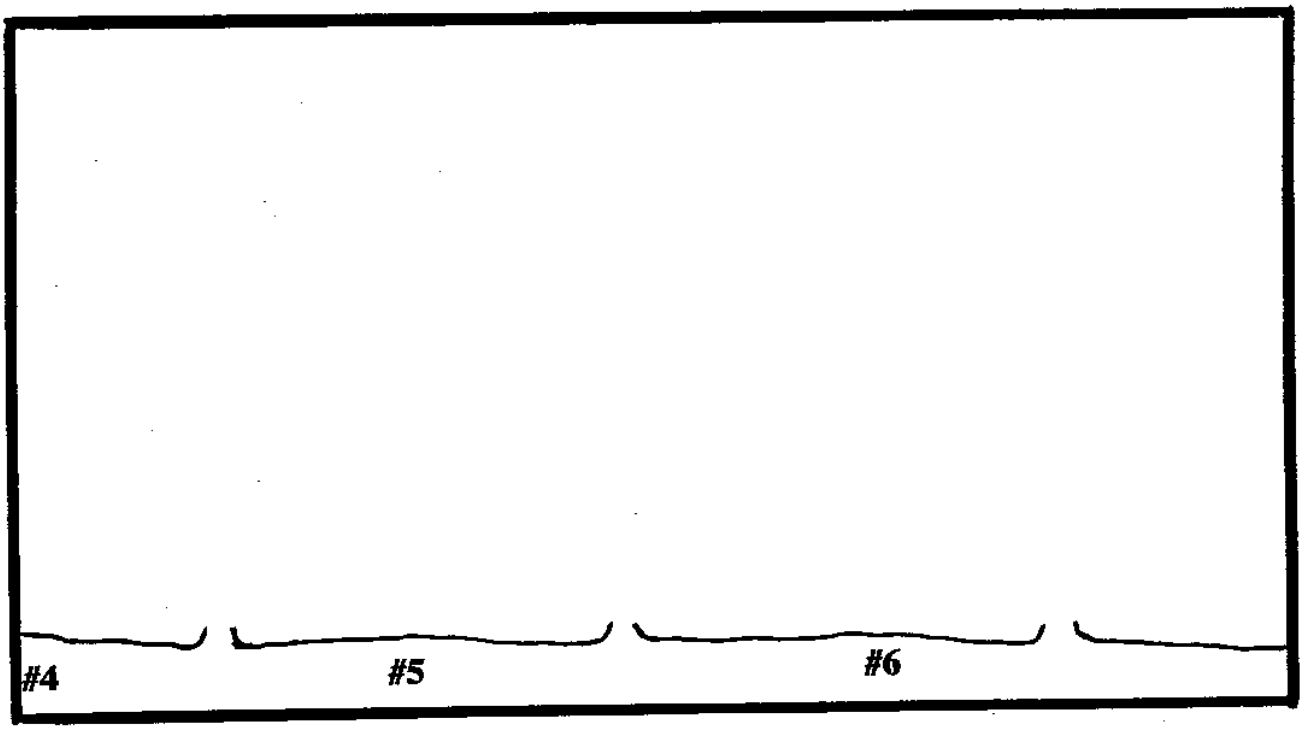
"THEN ALL OF THE TREES OF THE FOREST WILL SING FOR JOY."
Psalm 96:12



Draw & color 3 trees above: #1 Blending, #2 Line & Crosshatching, #3 Contour



Draw & color 3 trees above: #4 Pointillism (Dots), #5 Curlicues, #6 Winter Tree

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FLOWERS

A.

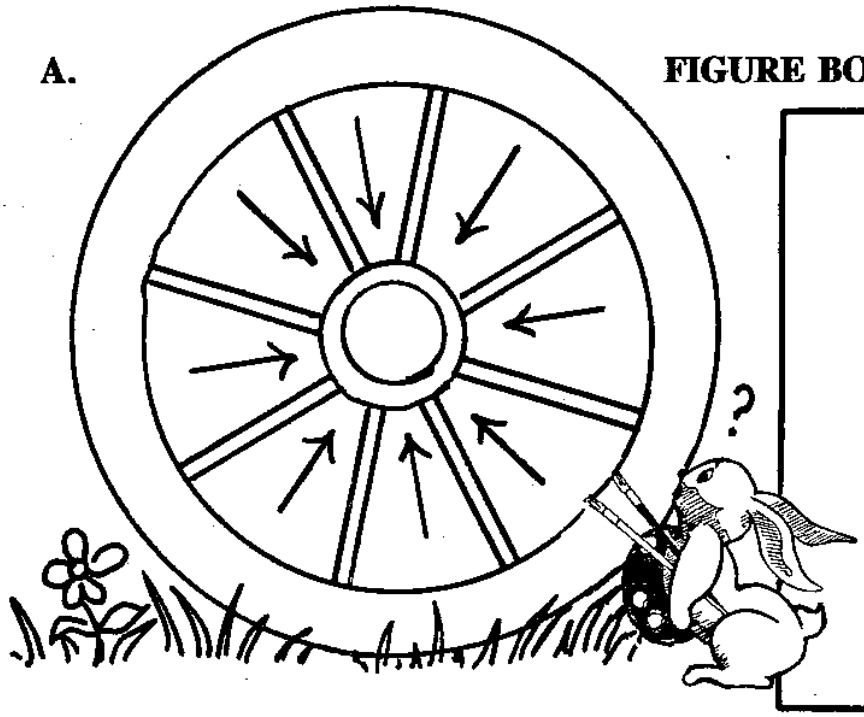
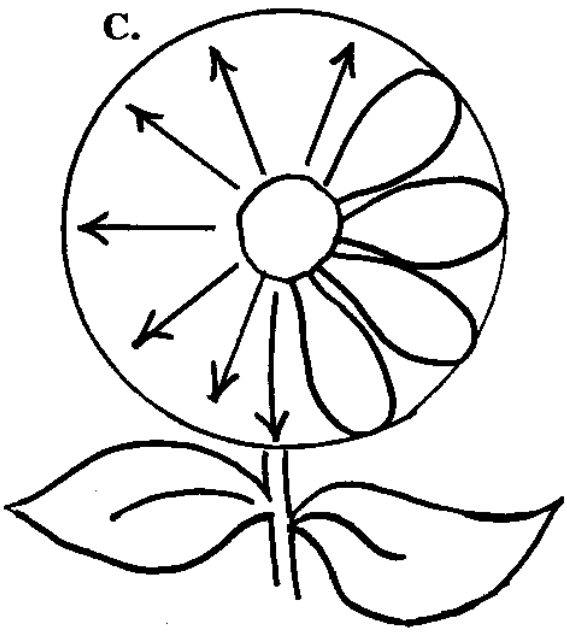


FIGURE BOX B

"The grass withers and the flowers fade, but the word of our God stands forever."
Isaiah 40:8

Just as everything comes from God, Who is the center of the universe, so everything in His creation has a center. The heart is the center of man. The sun, the center of our solar system.....observe how flowers are constructed. Out of the CENTER comes all of the petals, like the hub on a wagon wheel. Can you draw a flower in FIGURE BOX B? Remember, the stem goes to the center of the flower and all the petals come out from that point also (C).

C.



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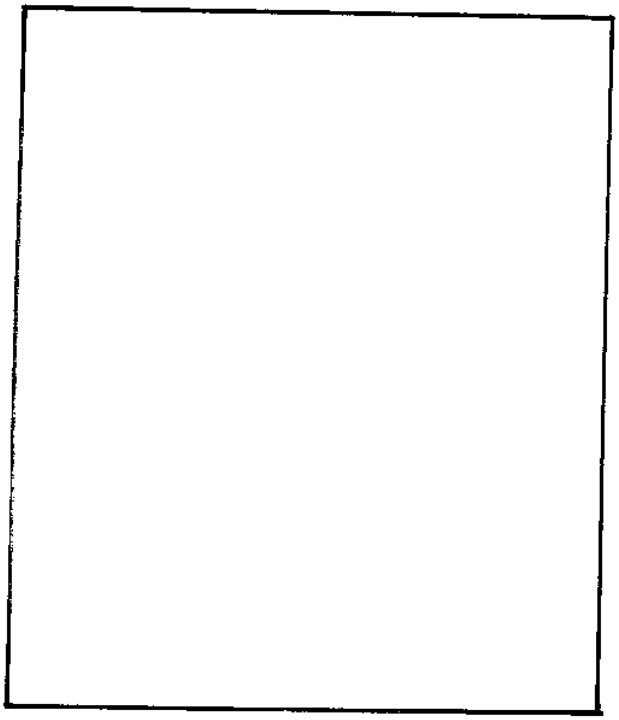
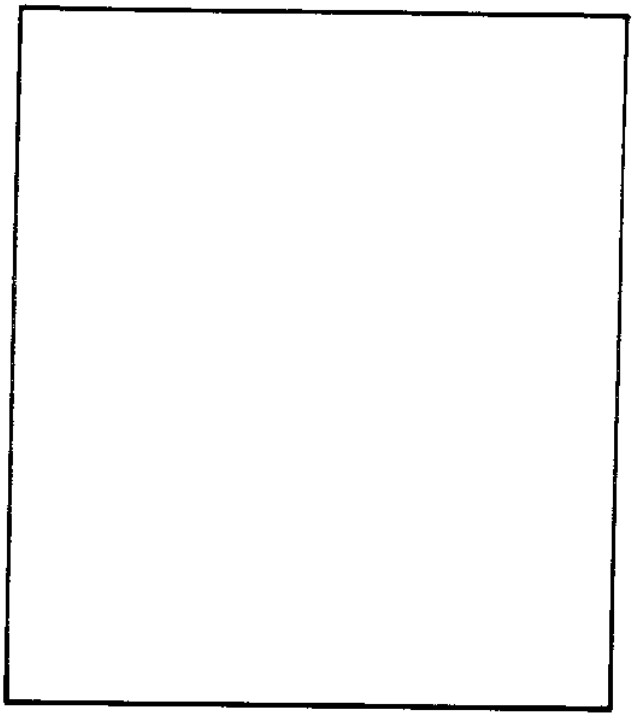
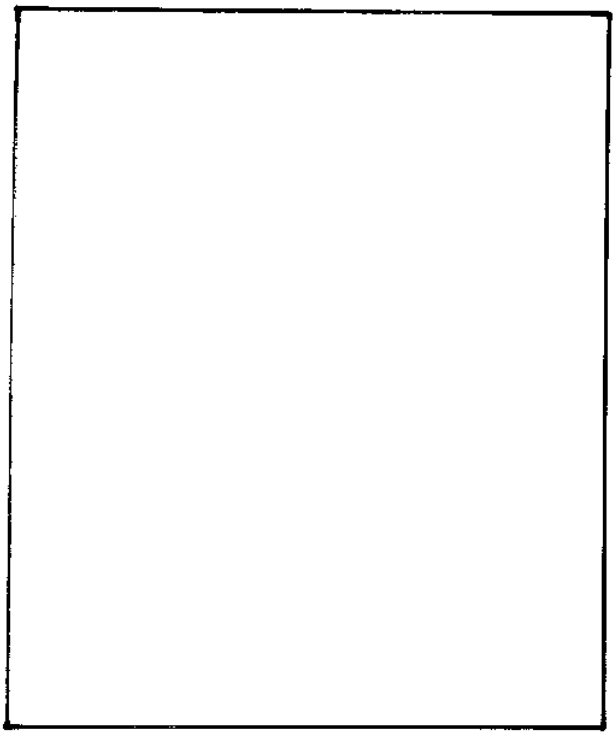
ORANGE FLOWER



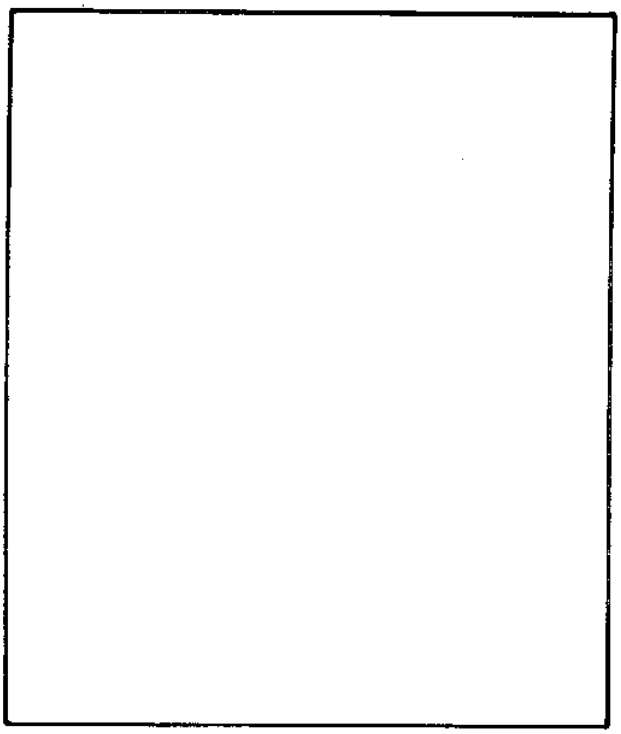
YELLOW FLOWER



RED FLOWER



VIOLET FLOWER



LESSON #28: FLOWERS

Draw and color four flowers using different methods learned in lessons 4 and 5.

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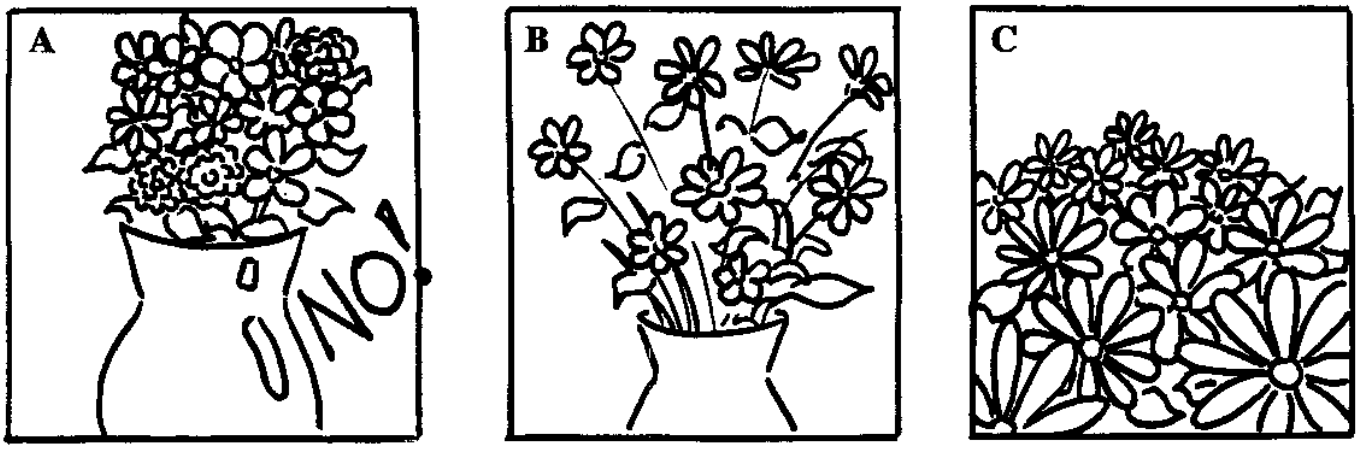
"Flowers appear on the earth; the season of singing has come." Song of Songs 2:12

LESSON #29: A BOUQUET OF FLOWERS

Let's do a BOUQUET! When doing a bouquet of flowers, allow them to breathe! A bunch of flowers can be difficult to draw. Many young artists crunch together their flowers when drawing them (A). Let your flowers "breathe" and reach up to the sky (B), happy to have sunshine.



The vase is already drawn for you in this lesson on page 43. All you have to do is draw the flowers and color them. Let some of your flowers OVERLAP (C) the same as you did balloons in lesson #18. What colors are your flowers going to be? Why? Do you have a color theory from what you have learned? What technique are you going to use to color them? Impressionism, blending....? Please write what you are going to do below before beginning.

1. **What colors am I going to use for my flowers? Why?** _____

_____

2. **What technique, or method, am I going to use to color the flowers? Why?**

_____

3. **Am I going to OVERLAP some flowers?** _____

4. **Am I going to draw big flowers in the vase and let them "breathe"?** _____

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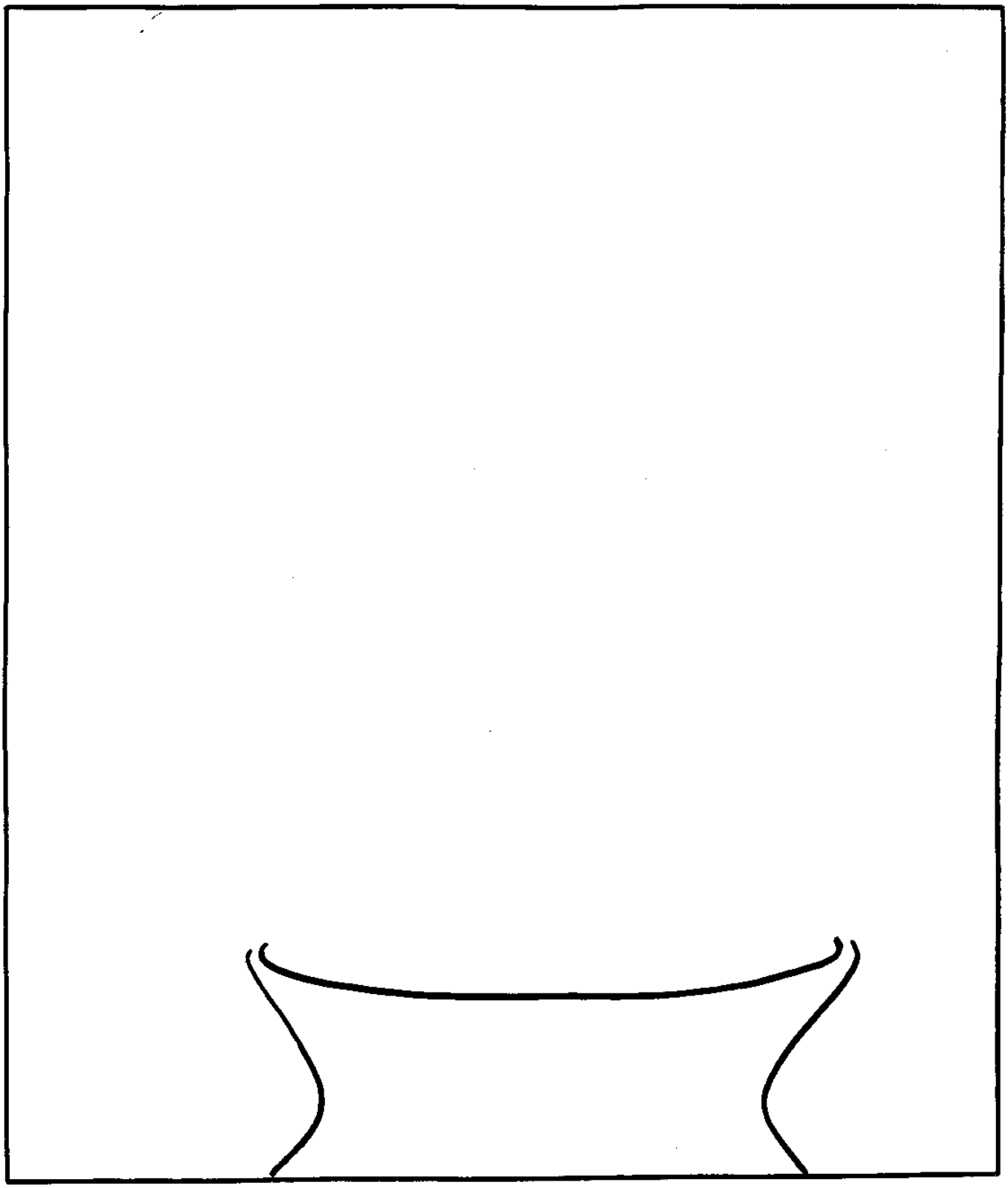

LESSON #29: Did you solve some of the problems first by answering the questions? Draw and color your flowers in the vase above.

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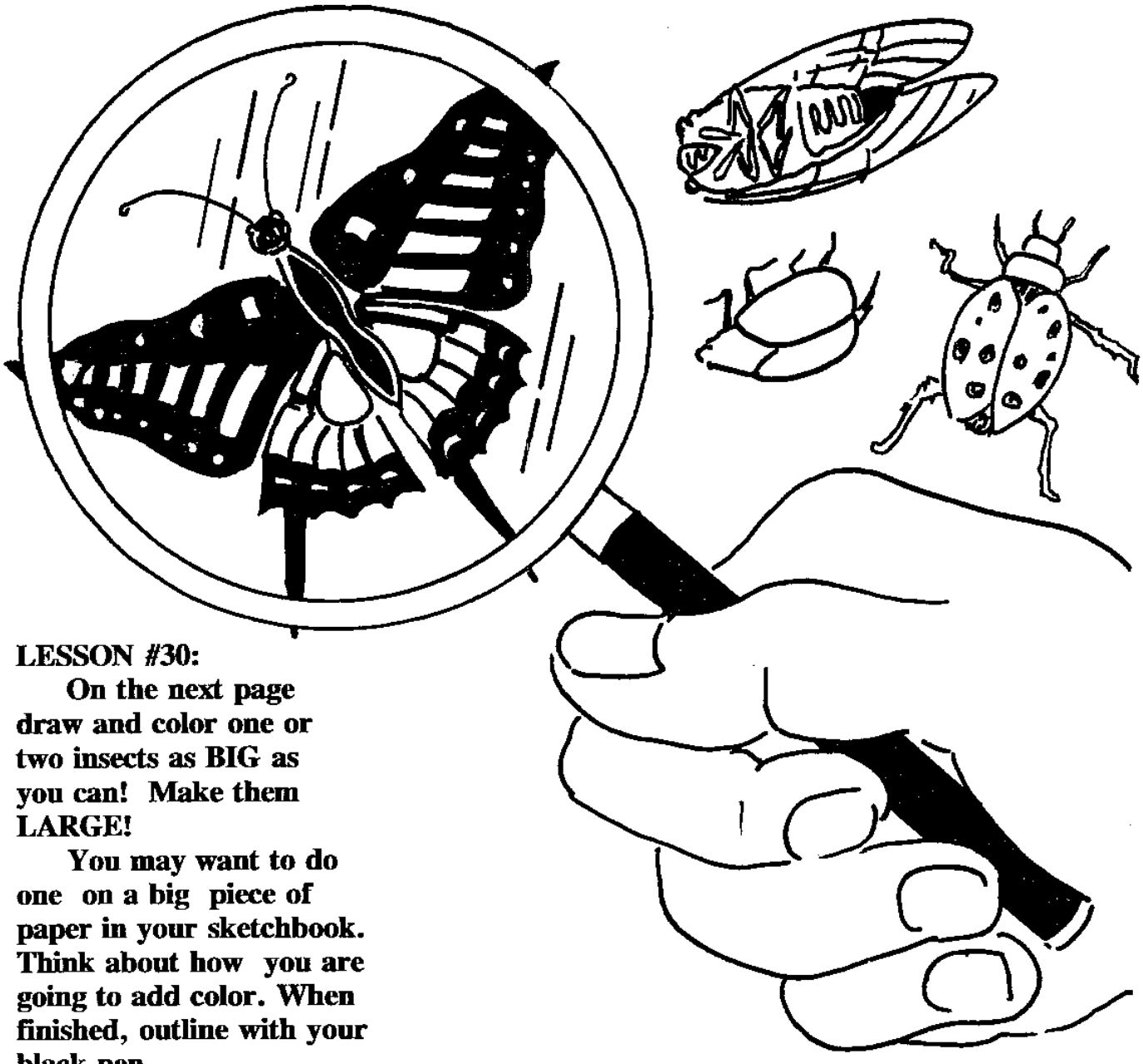
ENTOMOLOGY

LESSON #30:

Let's become ENTOMOLOGISTS! An entomologist is someone who studies insects. Go out and collect some butterflies and insects and bring them to your studio for study. Do you have a magnifying glass? If not, then study them closely. The assignment will be to draw insects by greatly enlarging them! Fill the adjoining page with large insects. Add color! Be creative!



LESSON #30:

On the next page draw and color one or two insects as BIG as you can! Make them LARGE!

You may want to do one on a big piece of paper in your sketchbook. Think about how you are going to add color. When finished, outline with your black pen.

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THINK BIG! THINK BIG! THINK BIG! THINK BIG!

You may want to find some photos or pictures of insects. Draw them large!

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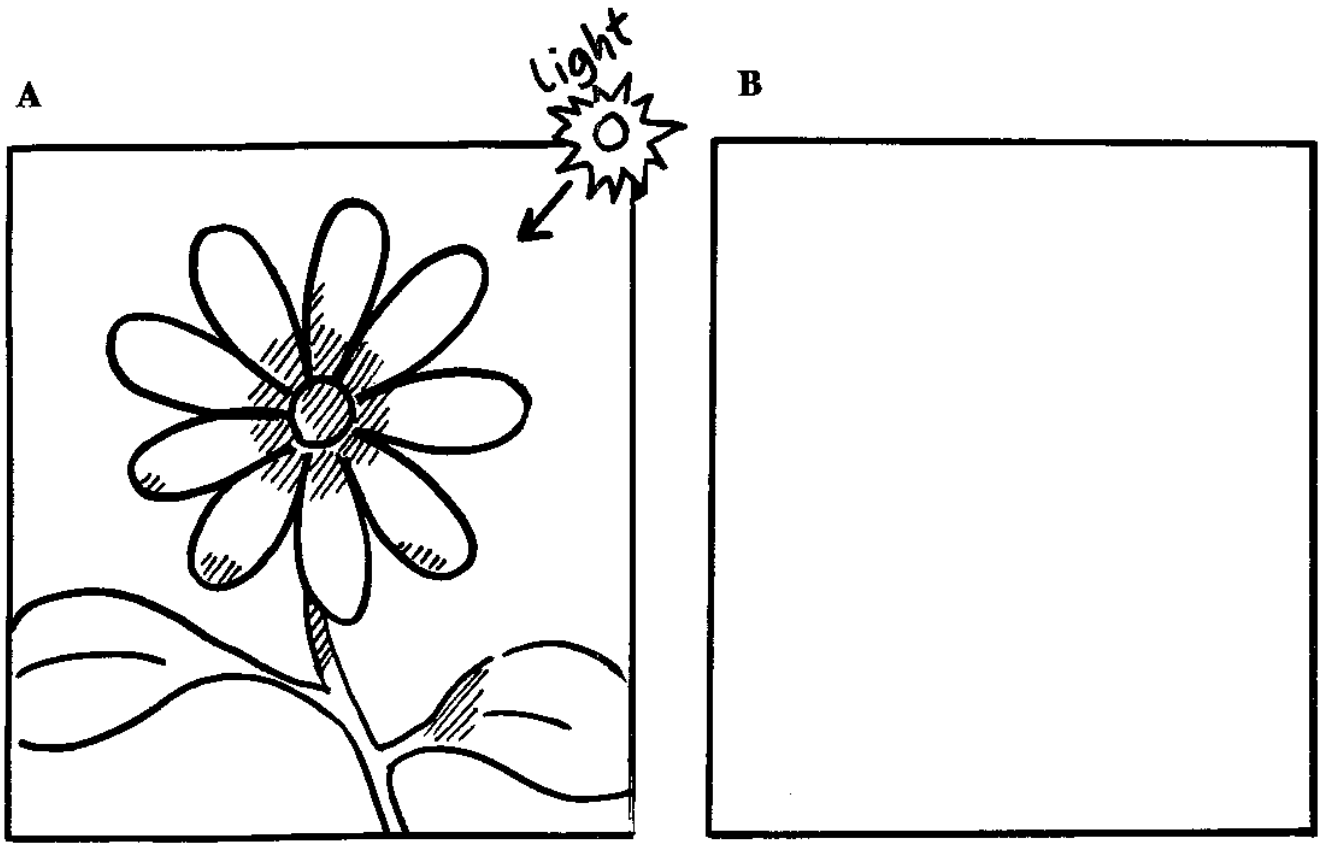
LESSON #31: COLORS THAT BLOSSOM

We will continue to learn how to shade with color as we did in LESSON #8. Notice that the flower below (A) has fine lines showing the shaded parts of the flower. There is a small sun drawn in the top right corner to show the direction of the light source. Color the entire flower yellow in A. If it's yellow, what color will you add to the shaded parts of the flower? That's right, violet, which is its complementary color (again refer back to LESSON #8). Add violet to the shaded areas. Finally, take a wet brush and blend adding more yellow over the violet.

Copy this flower in the next box (B) lightly drawing in the shaded areas. (Remember how we drew a flower in lesson #28?) Let's make this flower orange! What is the complement of orange? Correct, blue. Add blue to the shaded parts of the petals. After you have decided on a color for the background, brush over it with clean water to soften it.



"Israel will bud and blossom and fill all the world with fruit." Isaiah 27:6

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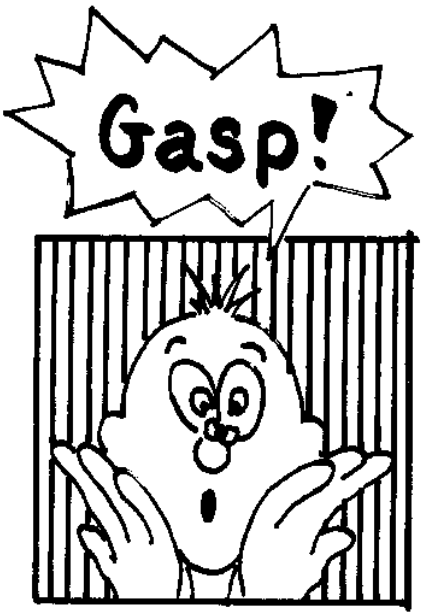
CARTOONING



"The Lord protects the simple hearted....." Psalm 116:6

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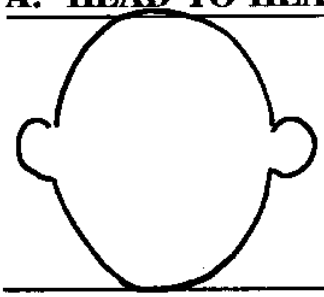
LESSON #32:

CARTOONING

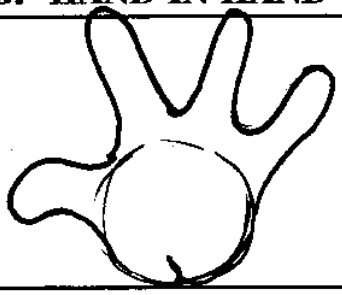
Cartooning is a completely different style of drawing. HUMOR takes the real world and makes it comical. The cartoonist is interested in simplicity and humor. The lines for drawing are bolder and there is not as much detail.

Let's do a warm up exercise with our black pen. We want to learn CONTROL. Remember, one of the keys to good cartoons is SIMPLICITY! Copy the examples below. Keep a nice, fluid line. You may want to draw with pencil and then use your pencil lines to guide your black marker. This takes PRACTICE! Learn control and simplicity. Draw three more heads on line A. Make them egg-shaped. Then draw three more hands on line B by starting with a circle and adding fingers and thumbs like extended hot dogs. Use the THREE FINGER cartoon hand as shown below. Finally, draw four simple figures in different positions on line C: running, walking, standing, etc. Make sure your cartoon figures are simple and plump.

A. HEAD TO HEAD



B. HAND IN HAND



C. FABULOUS FIGURES

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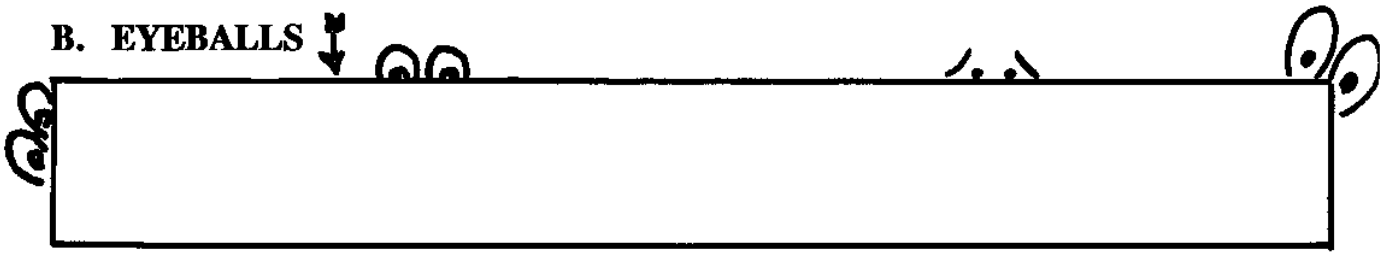
EYEBALLS, EARS, AND HEADS

LESSON #33:

There are many types of eyes you can use in drawing cartoons. Below are some examples (A). Can you make some of your own? Copy the eyes below in B.

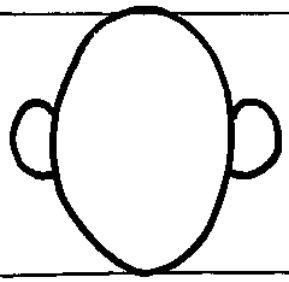
A.

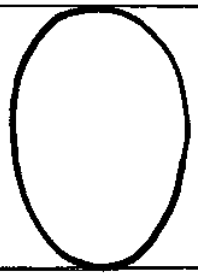
B. EYEBALLS



Let's draw some more heads. To draw a head, go lightly with your pencil, around and around, 4 or 5 times. Then go over the best oval shape with your black marker. This is the basic EGG SHAPE C. Select eyes for your heads from those above. For ears, all you need are simple loops on either side as shown (see page 48).

C. DRAW HEADS, EARS & EYES





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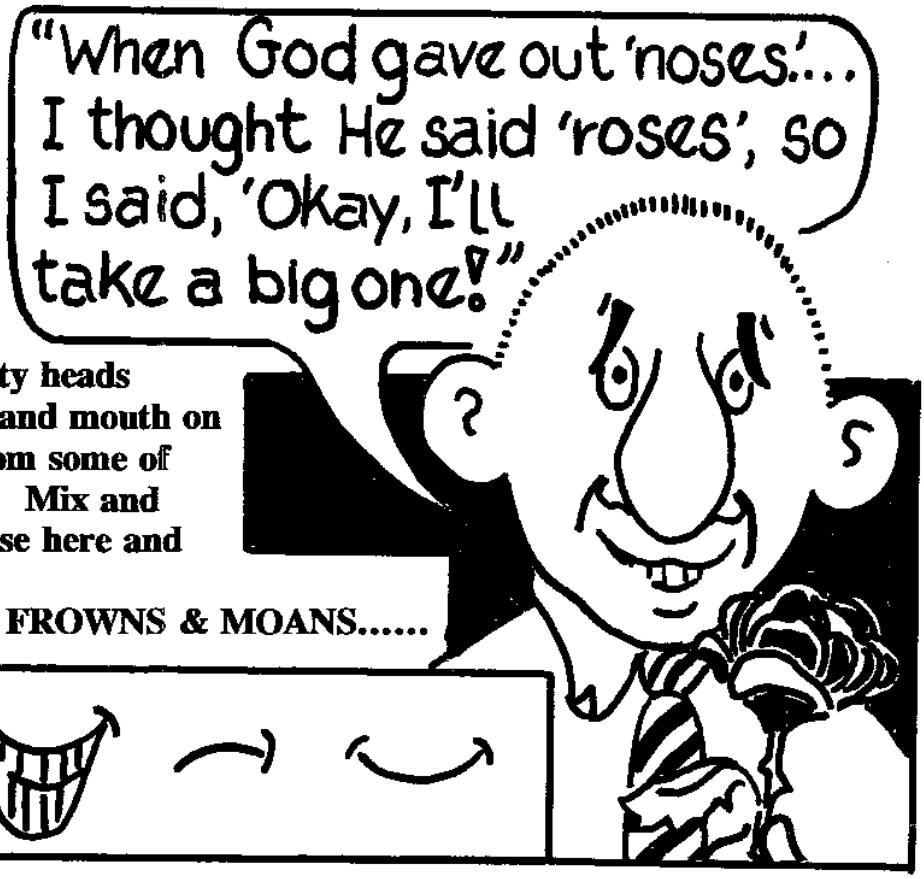
"You who are simple, gain prudence; you who are foolish, gain understanding."
Proverbs 8:5

LESSON #34: "IN ALL THINGS GIVE THANKS"



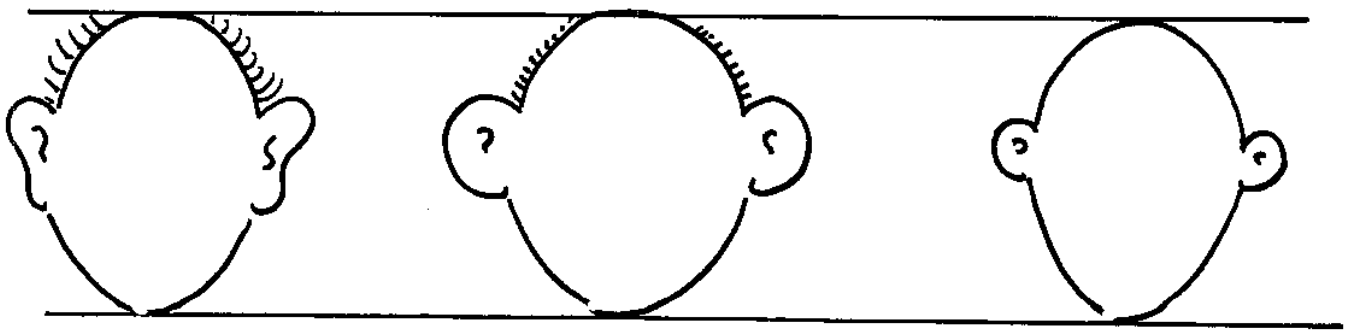
Hair is simplified in cartoon characters. Notice the hair on the head to the right. Many cartoon figures do not even have hair!

Look at the three empty heads below. Draw the eyes, nose and mouth on the faces below. Select from some of the facial features below. Mix and match! Try a different nose here and different eyes there.

MOUTHS, LIPS, SMILES, FROWNS & MOANS.....

AN "ANYTHING GOES" NOSE

HEAD #1 HEAD #2 HEAD #3



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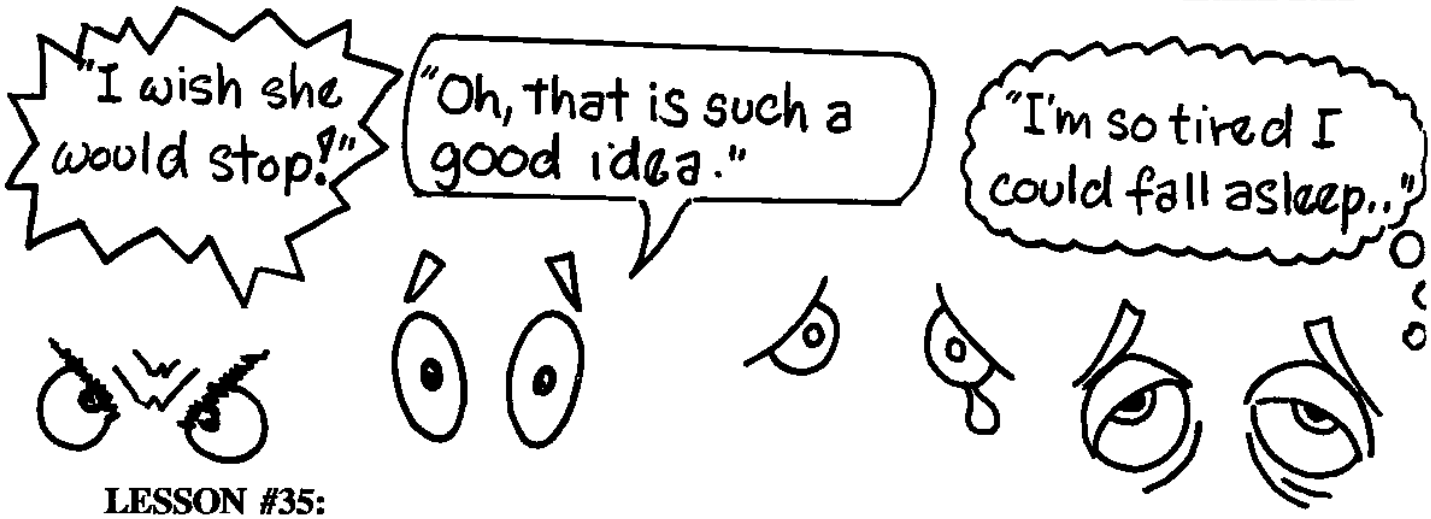
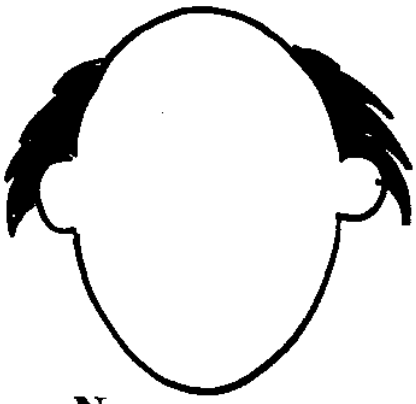
"The eyes of the arrogant man will be humbled and the pride of men brought low...."
Isaiah 2:11

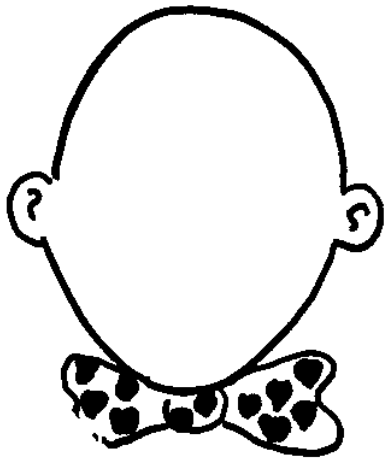


LESSON #35:

Take the four pair of eyes (above) and place them on the heads below. Find noses and mouths that are suitable for each character from LESSON #34. Give each of your characters a name. Use a word balloon, like the ones above to say something expressing the MOOD of each character.



Name:_____



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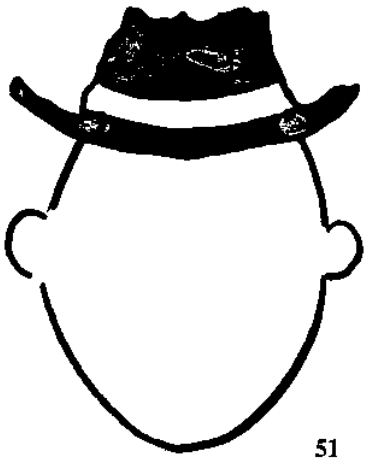

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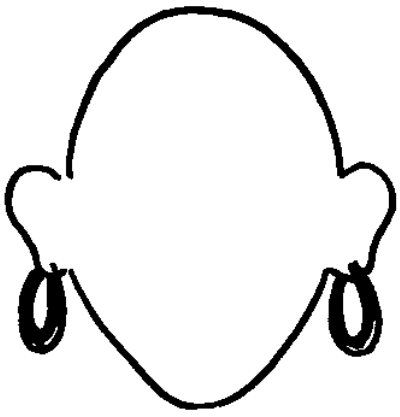

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"I praise you because I am fearfully and wonderfully made....." Psalm 139:14

LESSON #36: FINGERS & THUMBS

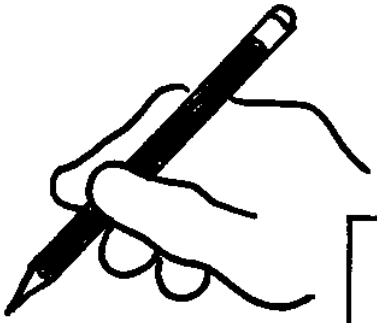
In LESSON #32 we drew a hand with 3 fingers and a thumb B. Again, this is SIMPLIFIED. Cartoon fingers can be shaped like hot dogs and are easier to draw.

A.

B.

C.

Can you draw a cartoon hand? Use your own hand as a model and draw a hand with 3 fingers and a thumb in three different positions:



1. Holding an ice cream C.
2. One finger raised.
3. Holding a flower.

RAISING ONE FINGER

HOLDING A FLOWER

HOLDING AN ICE CREAM

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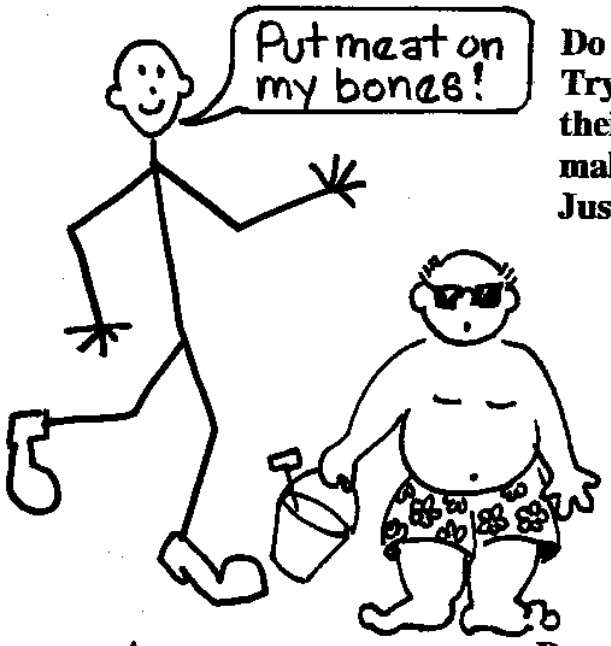
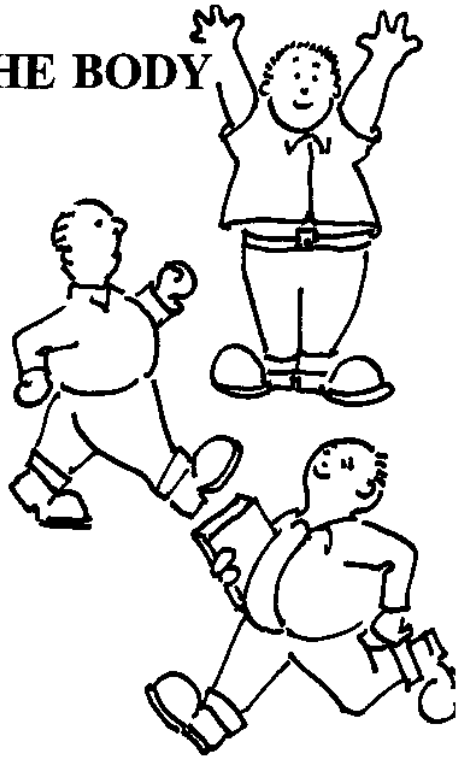
LESSON #37: .....OTHER PARTS OF THE BODY

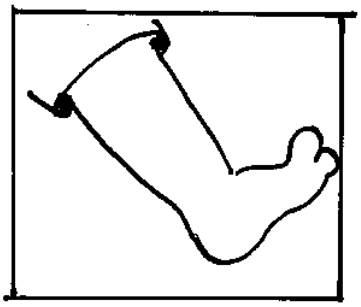


Do you draw stick figures? Try to put some meat on their bones and you can make cartoon characters! Just remember:

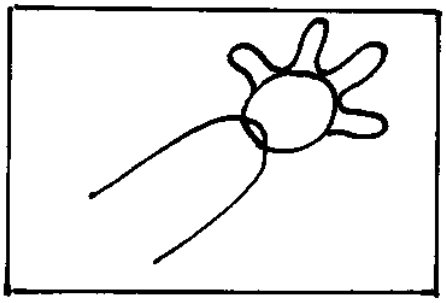
1. **Legs don't need knees (A).**
2. **Arms don't need elbows (B).**
3. **And bellies and heads can be put on like a snowman (C).**



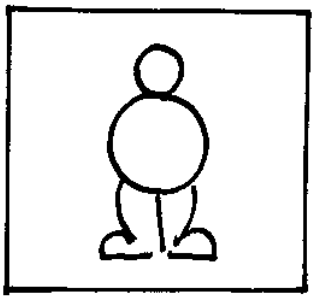
A.



B.



C.



In the figure boxes below draw three cartoon characters in different positions. Put meat on their bones! Give them clothing. Finally, put a word balloon above their heads. Have one saying something, one thinking, and one yelling.

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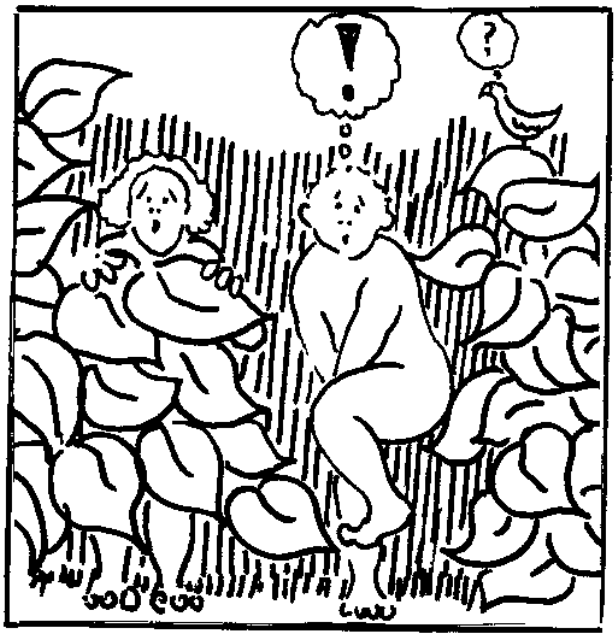
LET'S GET DRESSED UP!

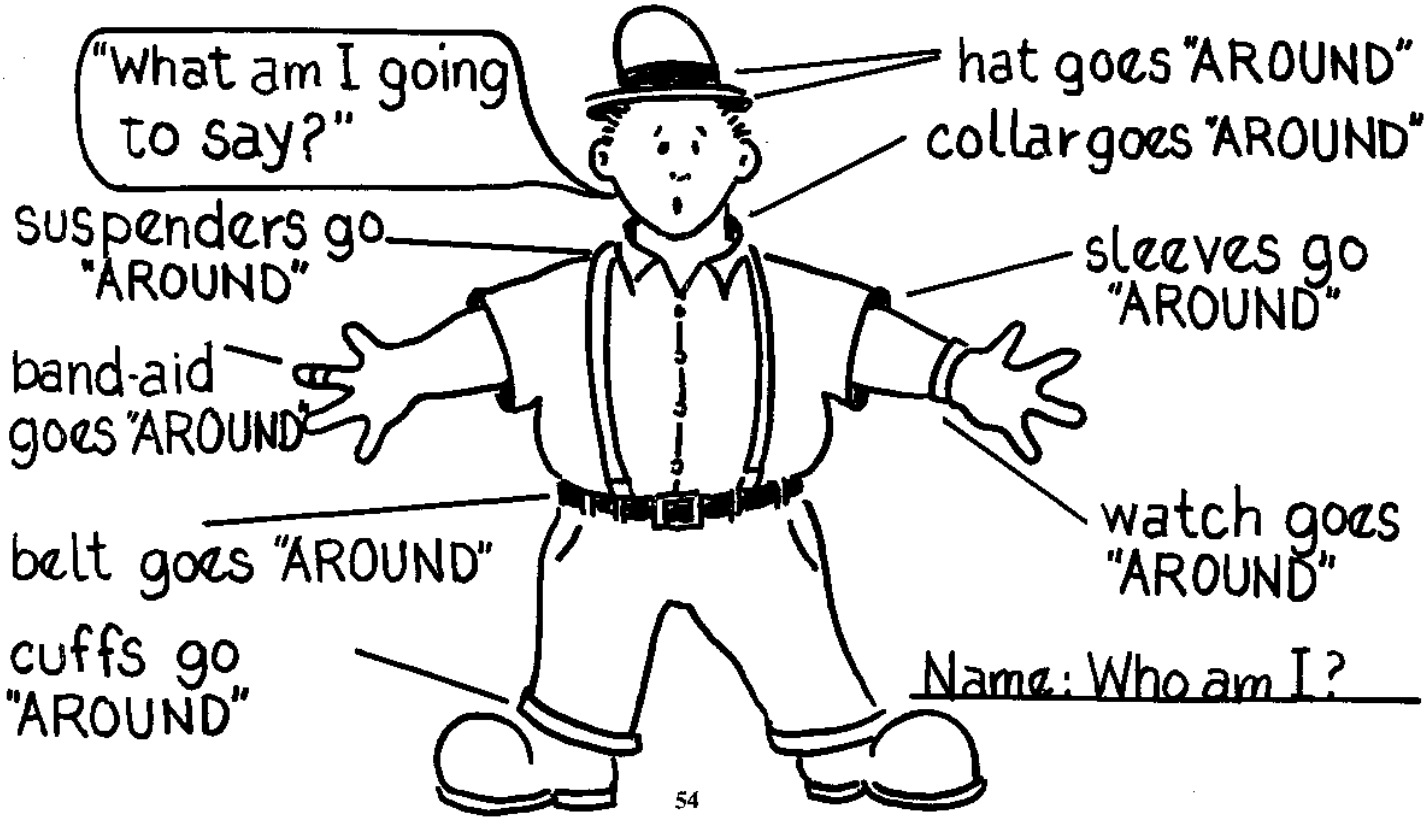
LESSON #38:

Now that we have put meat on our cartoon characters' bones, let's dress them up! Again, everything goes "AROUND" the body (see LESSON #19). Put a pair of pants with cuffs on your character making the cuffs go "AROUND" the leg. Put a belt on him that goes "AROUND".

Give your character some facial features and a name. Color his clothes with your markers. Finally, have your character say something by putting a word balloon above his head.



"Then the eyes of Adam and Eve were opened, and they realized they were naked so they sewed fig leaves and made coverings for themselves." Genesis 3:7



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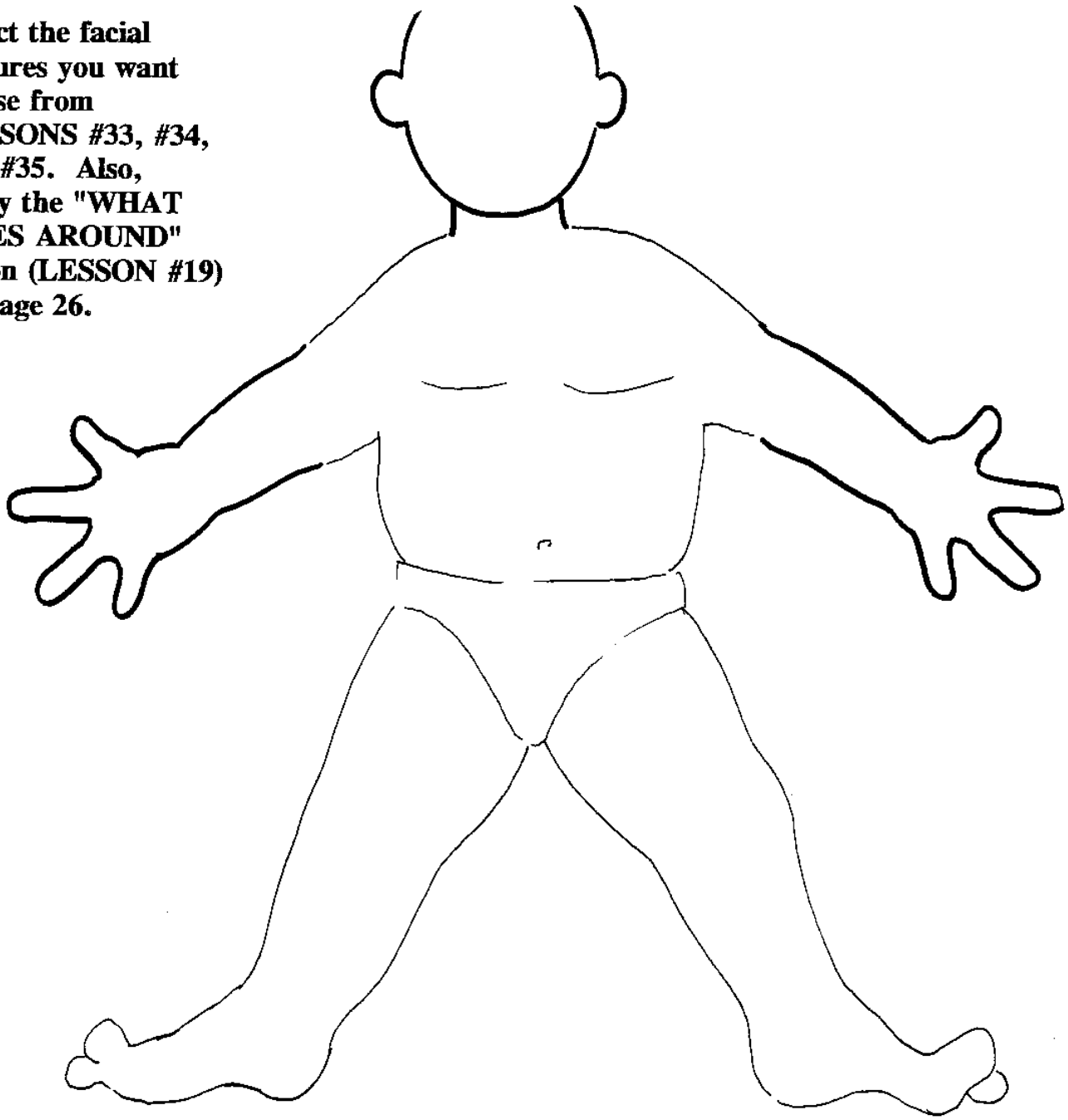
TIME TO GET DRESSED!

Select the facial features you want to use from LESSONS #33, #34, and #35. Also, study the "WHAT GOES AROUND" lesson (LESSON #19) on page 26.



LESSON #38: Dress the cartoon character above. Give him a short sleeve shirt and a pair of pants. Put a belt and a pair of suspenders on him. A Band-Aid, a watch, short sleeves, and pant cuffs all have to be added. Make sure everything goes "AROUND". Place a "word balloon" above his head, and have him say something. Give him a name. Color your character with markers when finished.

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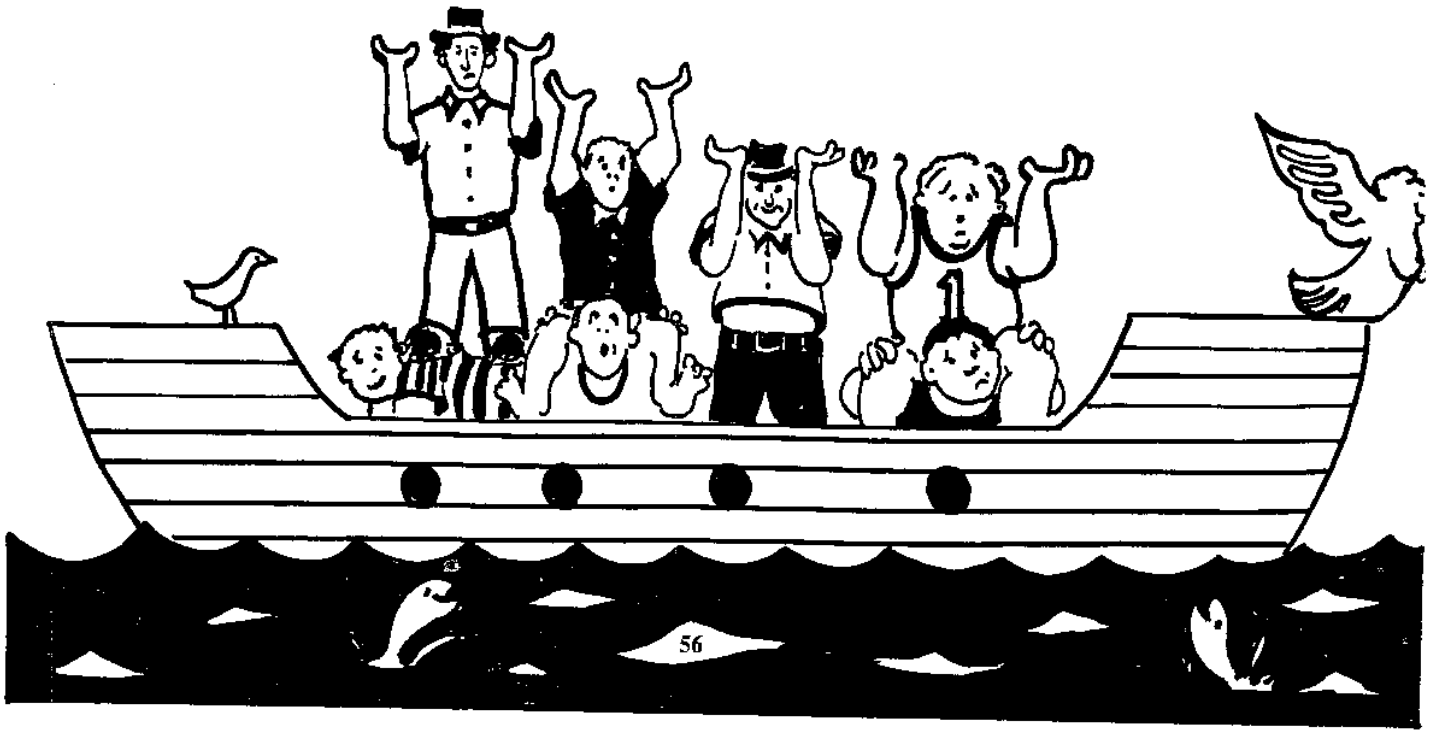
LESSON #39: TOUCH THE SKY!

Can you fill the boat with funny, cartoon people and have them touch the clouds? Make a pyramid of people - some tall - some short. But no person can be over 2" tall! Have them standing and sitting on shoulders, doing head stands, being held up by a strong man.....be creative. And absolutely NO STICK FIGURES! Put meat on their bones.



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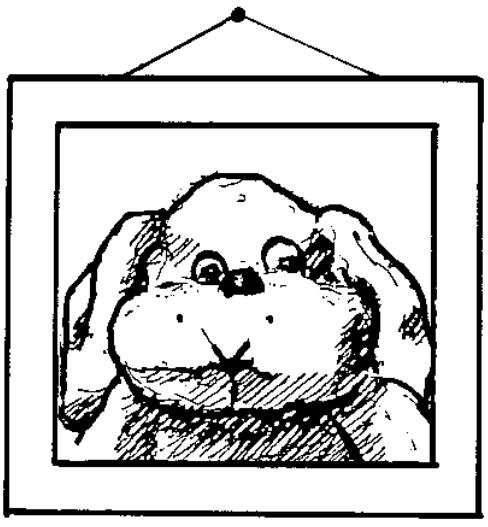
PORTRAITS



"And I - in righteousness I will see your face; when I awake, I will be satisfied with seeing your likeness."
Psalm 17:15

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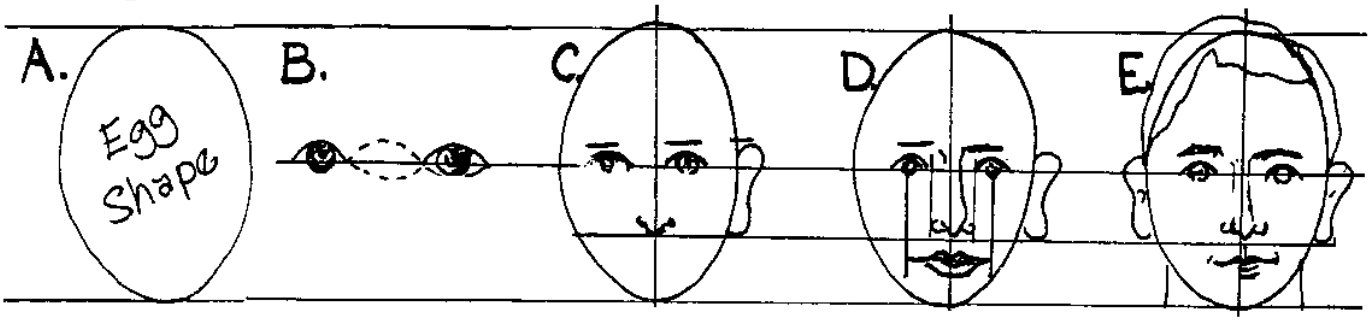
LESSON #40:

PORTRAITS

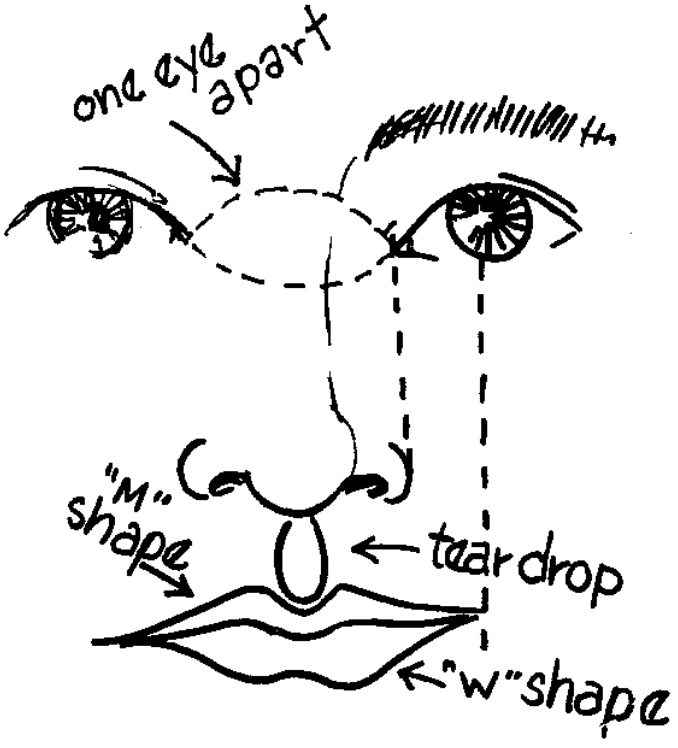
Wouldn't you like to be able to draw PORTRAITS? A portrait is a picture of someone's face. It is very difficult to draw portraits and have them look like the person. This takes much time and practice. Keep trying. Do not be discouraged.



The head is egg shaped (A). Eyes go directly in the center of the head and are one eye apart (B). The nose comes down the center of the head and is as long as the ears (C). The mouth is as wide as the center of the eyes and the nose is as wide as the corner of the eyes (D). The neck is almost as wide as the head. Hair is not "steam rolled" on the head, but is "puffed up" (E).

FACIAL FEATURES:

1. **The eye is shaped like an almond and the top eyelid is darker than the bottom one. The pupil is a dark circle in the center.**
2. **There is a teardrop shape that goes beneath the nose to the top of the lips.**
3. **The top lip is shaped like a wide "M" .**
4. **The bottom lip is shaped like a wide "W".**
5. **The nose comes out of the eyebrows and has a little ball on the end of it.**



LESSON #40: On a piece of drawing paper, draw a head using the proportions from above. Draw the facial features, hair, and neck.

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IS THAT REALLY ME!

Eyes

Lips

Nose

THIS IS MY SELF-PORTRAIT:

Name _____

Date _____

LESSON #41: Draw your facial features in the proper figure boxes above. Do a self-portrait in the frame.

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LESSON #42: DRAWING THE HUMAN HEAD

Copy the head in FIGURE BOX A in FIGURE BOX B. Make sure to draw the features correctly and use the right proportions.

FIGURE BOX A

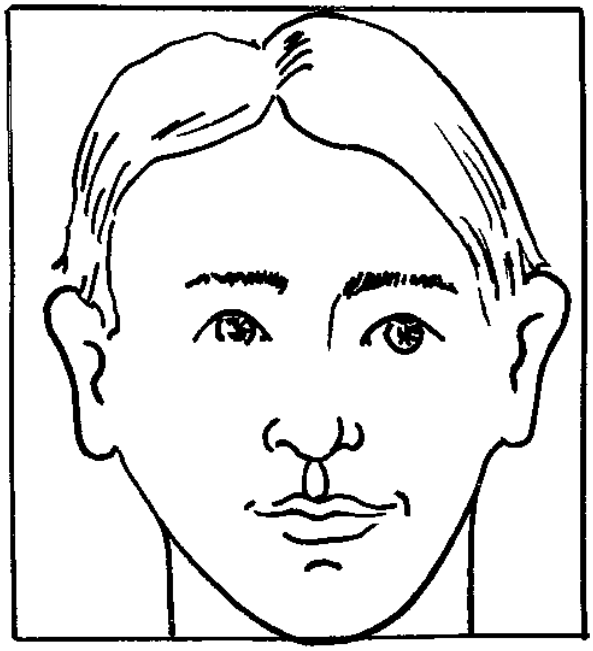
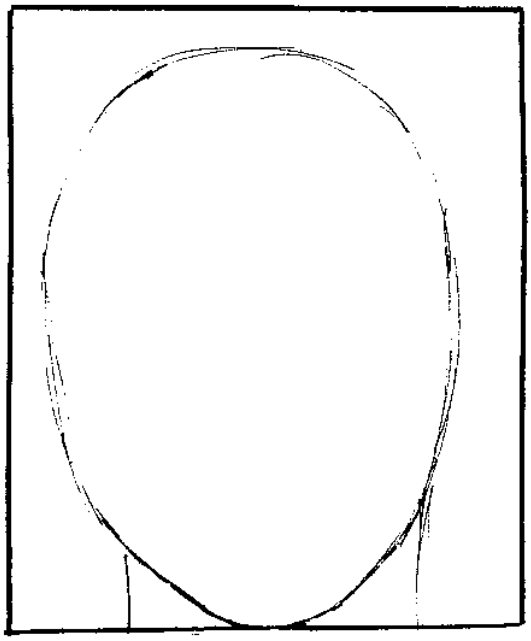
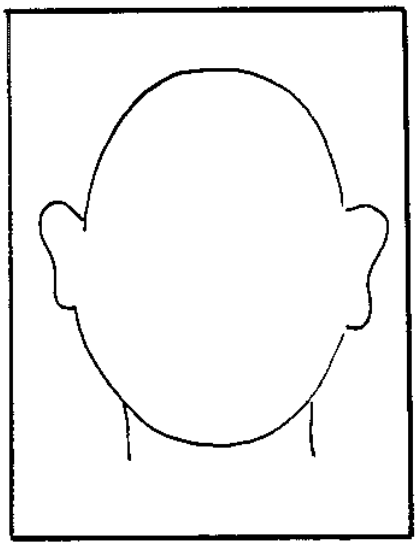


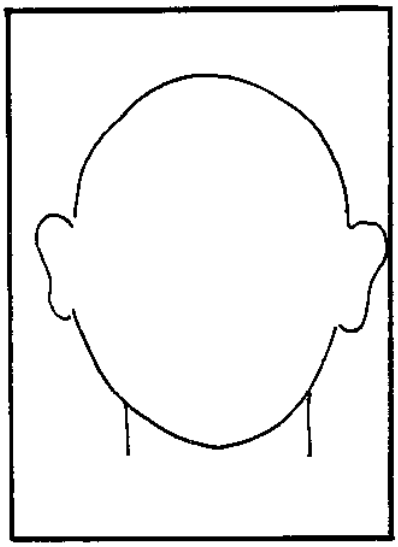
FIGURE BOX B



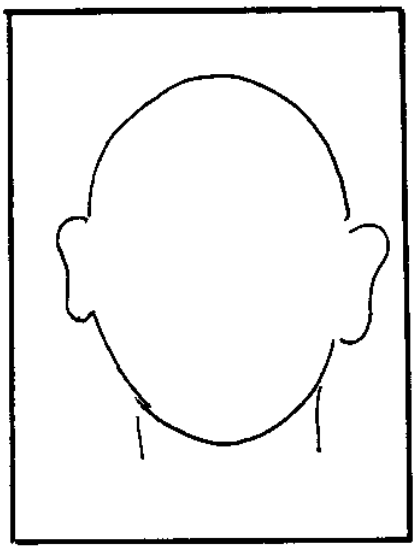
FACE #1



FACE #2



FACE #3



Draw three faces above. Use pencil. Practice drawing noses and eyes and lips. Make sure you are placing the facial features in the proper places.

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CLOWNS

"How long will you simple ones love your simple ways?" Proverbs 1:22

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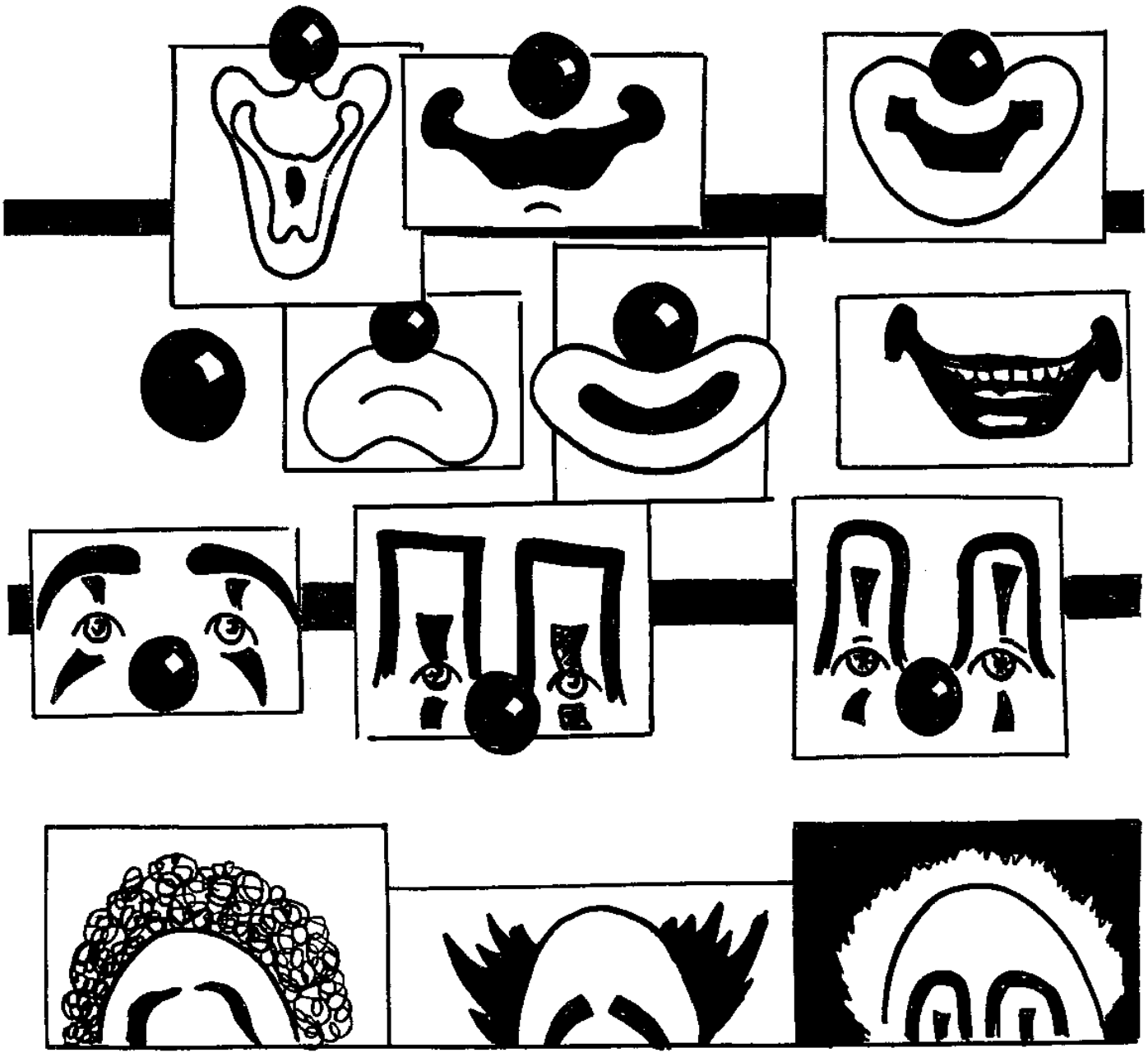
CLOWNS! CLOWNS! CLOWNS!

LESSON #43:

Since we can now draw cartoon characters, it should not be a problem dressing them up as clowns and putting clown make-up on them! Below are some CLOWN eyes, noses, mouths, and hair. Put them together on the three faces on the next page. Mix and match. When finished, color them in with markers! Color noses RED. Color lips RED. Color hair RED, YELLOW, or ORANGE.



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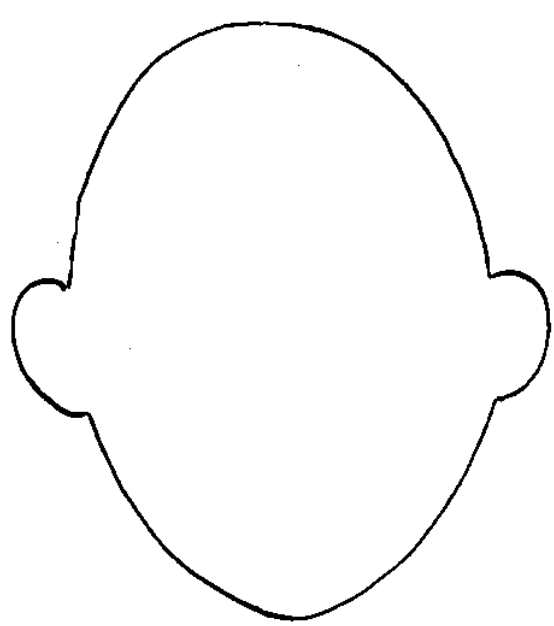
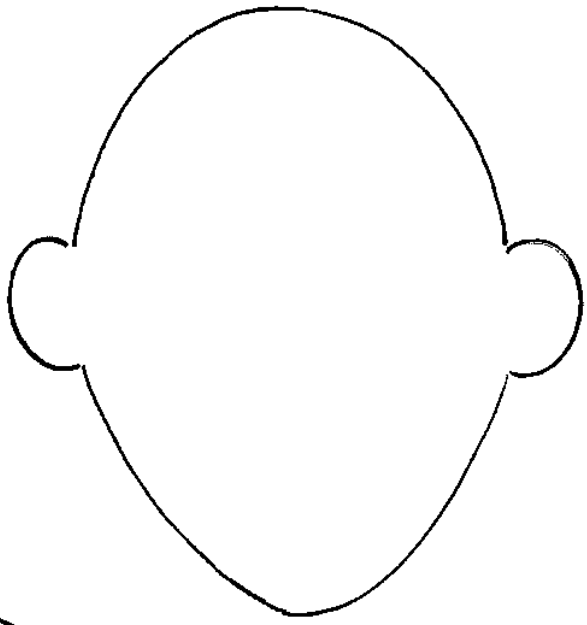
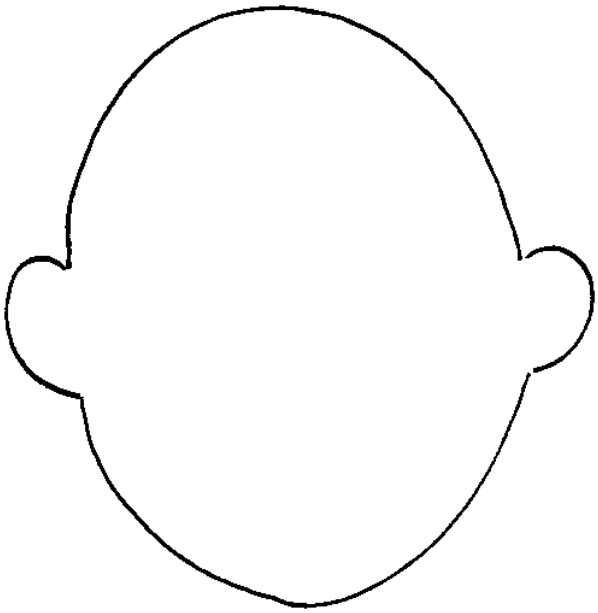
"The wealth of the wise is their crown, but the folly of fools yields folly."
Proverbs 14:24

PAINTING CLOWN FACES!







LESSON #43: Draw the face in first, with pencil, as learned in LESSON #41 and then put the clown make-up over it!

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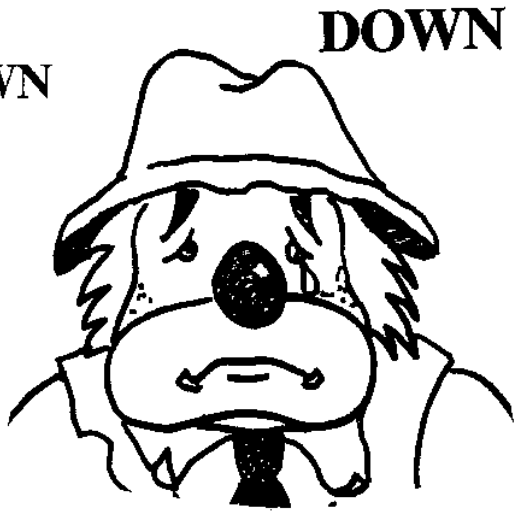
HAPPY FACES UP - SAD FACES DOWN

LESSON #44:

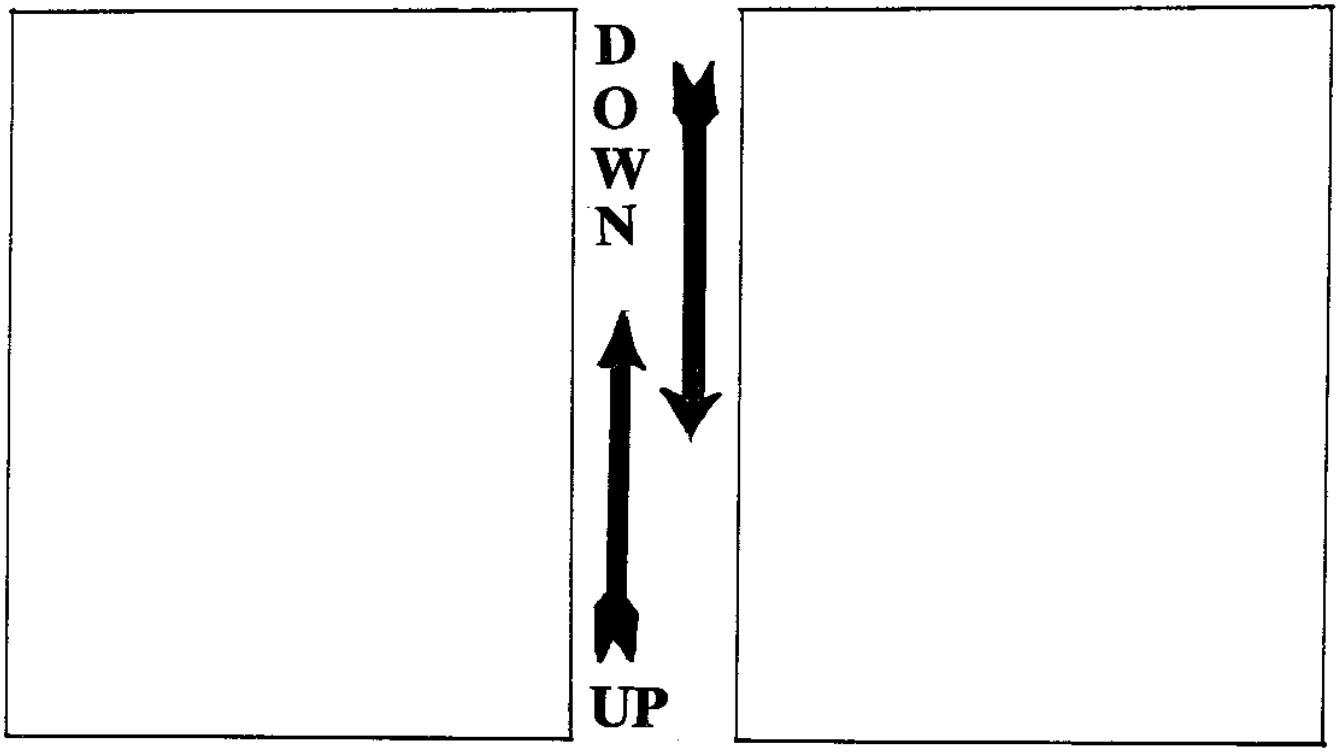
Happy faces go up, and sad faces go down? Look at the happy face: Hair, mouth, eyes, even the hat and bow tie go UP! Now look at the sad clown. See how everything goes down. SMILES UP!



FROWNS DOWN

In FIGURE BOX A and FIGURE BOX B, draw a happy clown and a sad clown. Give them names, and color them in with your markers. Do you think that a happy clown should have warm colors? Do you think a sad clown should have cool colors?

A. SMILES UP! **B. FROWNS DOWN**



Let's have some fun! Go back to LESSONS #41, #42, and #43 and put a clown face on your self-portrait and all of the other faces you have drawn! Make some clowns happy and some sad. Do not forget to color them with your markers.

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LESSON #45:

Can you complete the clown? Give him a face, a hand, and a foot? Color him in when finished?

CAN YOU.....?

1. **Draw a face on the clown?**
2. **Put a sock on his foot?**
3. **Put a shoe on his foot?**
4. **Draw a flower in his hand?**
5. **Put buttons on his shirt?**
6. **Place polka dots on his pants?**
7. **Place balloons in his left hand?**
8. **Put a hat on his head?**
9. **Add some color to his clothes?**
10. **Can you name your clown?**

MY NAME IS _____

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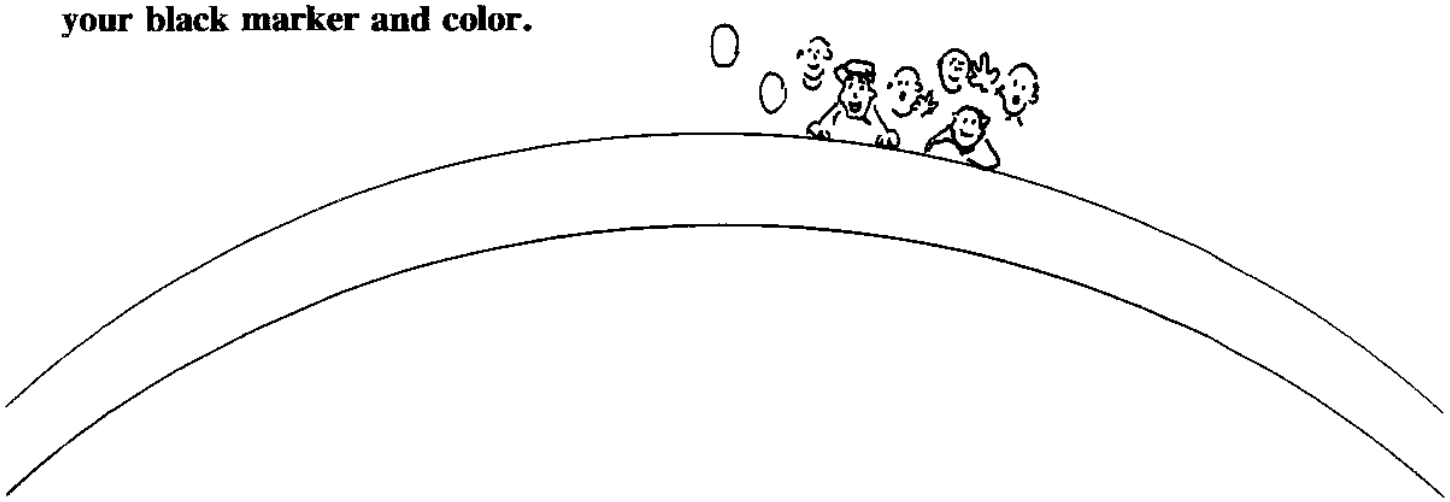
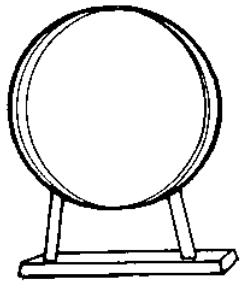
"……..a happy heart makes the face cheerful." Proverbs 15:13

LESSON #46: UNDER THE BIG TENT!

Create a circus under the big tent! In the space below draw some funny clowns. Place a monkey on the stand and have an animal leaping through the ring. Draw an animal, maybe a lion or an elephant. Have fun! What about people in the stands? Can you draw in more faces? When finished, outline everything with your black marker and color.





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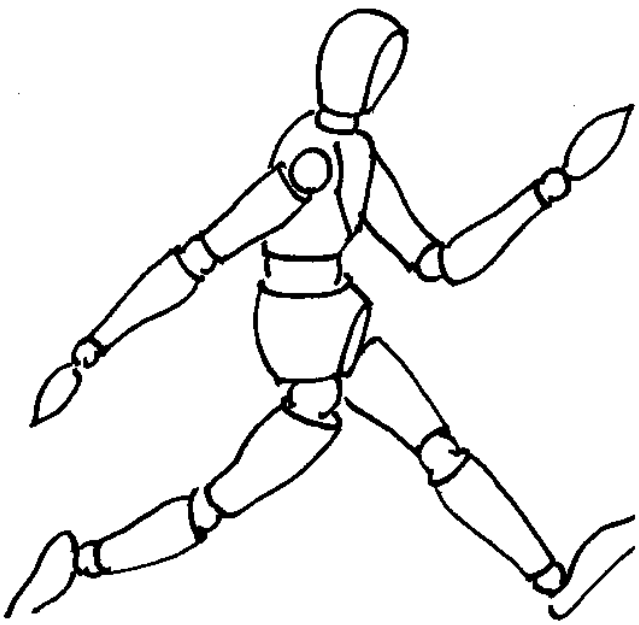
ANATOMY



"Yet, O Lord, you are our Father. We are the clay, you are the potter; we are all the work of your hand."
Isaiah 64:8

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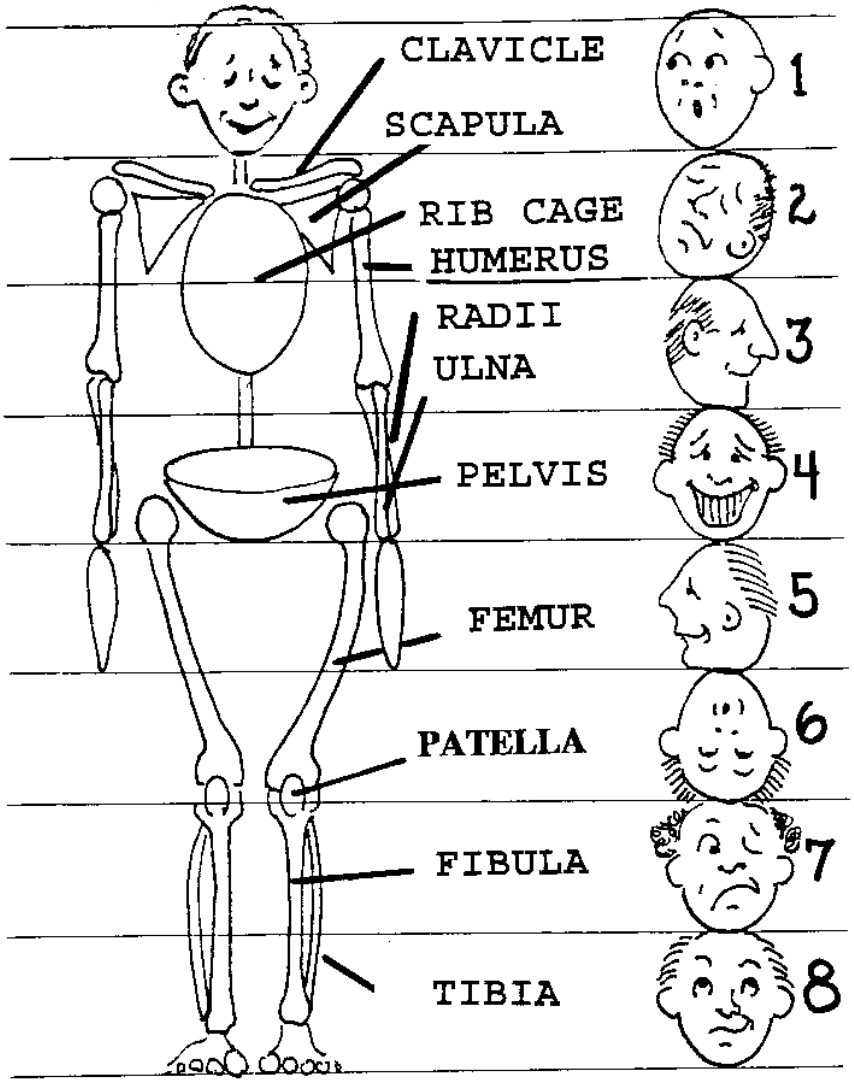
"When I consider your heavens, the work of your fingers, the moon and the stars, which you have set in place; what is man that you care for him." Psalm 8:3,4



Anatomy

Lesson #47:

Anatomy is the study of the human body. A grown person is 8 head lengths tall. The largest bone in the arm is called the humerus, and the largest bone in the leg (also in the entire body) is called the femur. The rib cage has a shape like a bee hive. The bones at the top of the torso (chest) are the clavicle (the 2 bones you can see beneath the neck) and the scapula (shoulder blades).

Lesson #47: Copy the skeleton above on the next page. Label the bones. Try to draw the correct PROPORTIONS. PROPORTIONS are the relationship, or size, of one part of the body to another. Then draw two standing figures next to your skeleton. You may want to copy from photos in a magazine. When completed, go to the back of your text and, on a clean sheet of sketch paper, see if you can draw the human skeleton from memory. Do not forget the proportions!

Can you answer these questions:

How many head lengths is the human figure? _____

How may head lengths do the hands extend down from the top of the head? _____

Where is the mid-section of the human figure? _____

"So God created man in his own image, in the image of God he created Him." Genesis1:27

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"So God created man in his own image, in the image of God he created Him."
Genesis 1:27

PROPORTIONS OF THE HUMAN FIGURE

1.

2.

3.

4.

5.

6.

7.

8.

LESSON #47: Draw the skeleton as on the previous page. Label all the parts. Draw 2 more standing figures next to it. Draw clothes on your figures. (Refer back to LESSON #38.) Look in magazines and pick outfits for them to wear.

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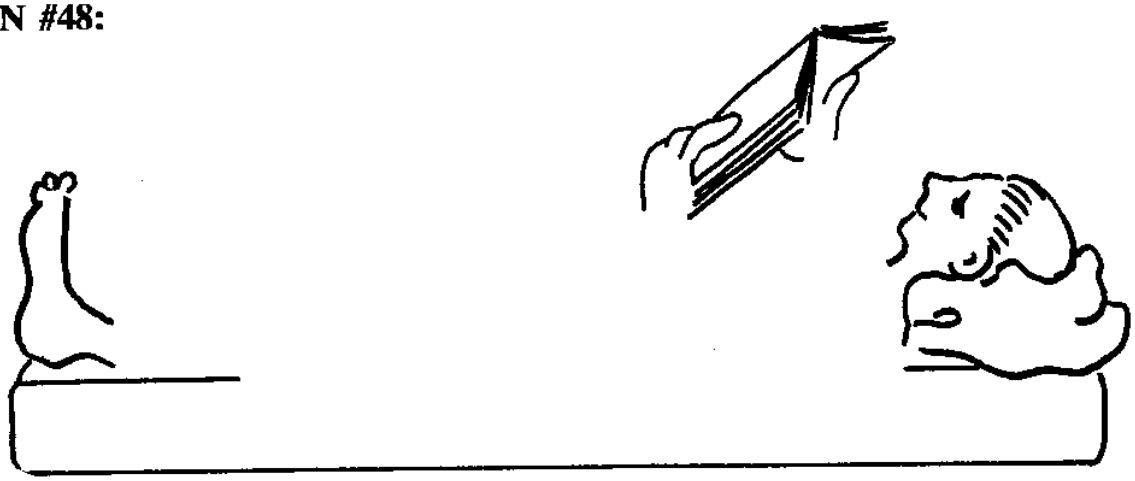
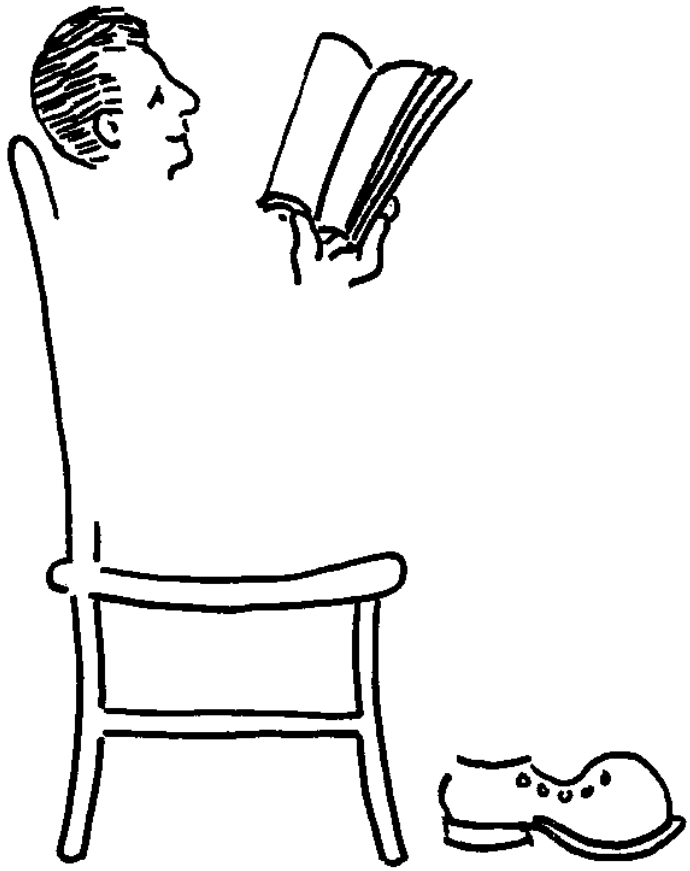
"Your word is a lamp to my feet and a light for my path." Psalm 119:105

HOW LON-N-N-N-N-N-N-N-NG AM I?

LESSON #48:





Can you complete the two figures? See how much longer they are than we think! Finish the arms, the legs, and the rest of the bodies. Put clothes on them.

Can you put the man in the chair? Remember, knees and arms bend. Can you imagine where the rib cage is? The humerus bones? The femur? The pelvis?

Here's a riddle for you: "How Long is a Chinaman."

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"So God created man in his own image, in the image of God he created Him."
Genesis 1:27

PROPORTIONS OF THE HUMAN FIGURE

1.

2.

3.

4.

5.

6.

7.

8.

LESSON #47: Draw the skeleton as on the previous page. Label all the parts. Draw 2 more standing figures next to it. Draw clothes on your figures. (Refer back to LESSON #38.) Look in magazines and pick outfits for them to wear.

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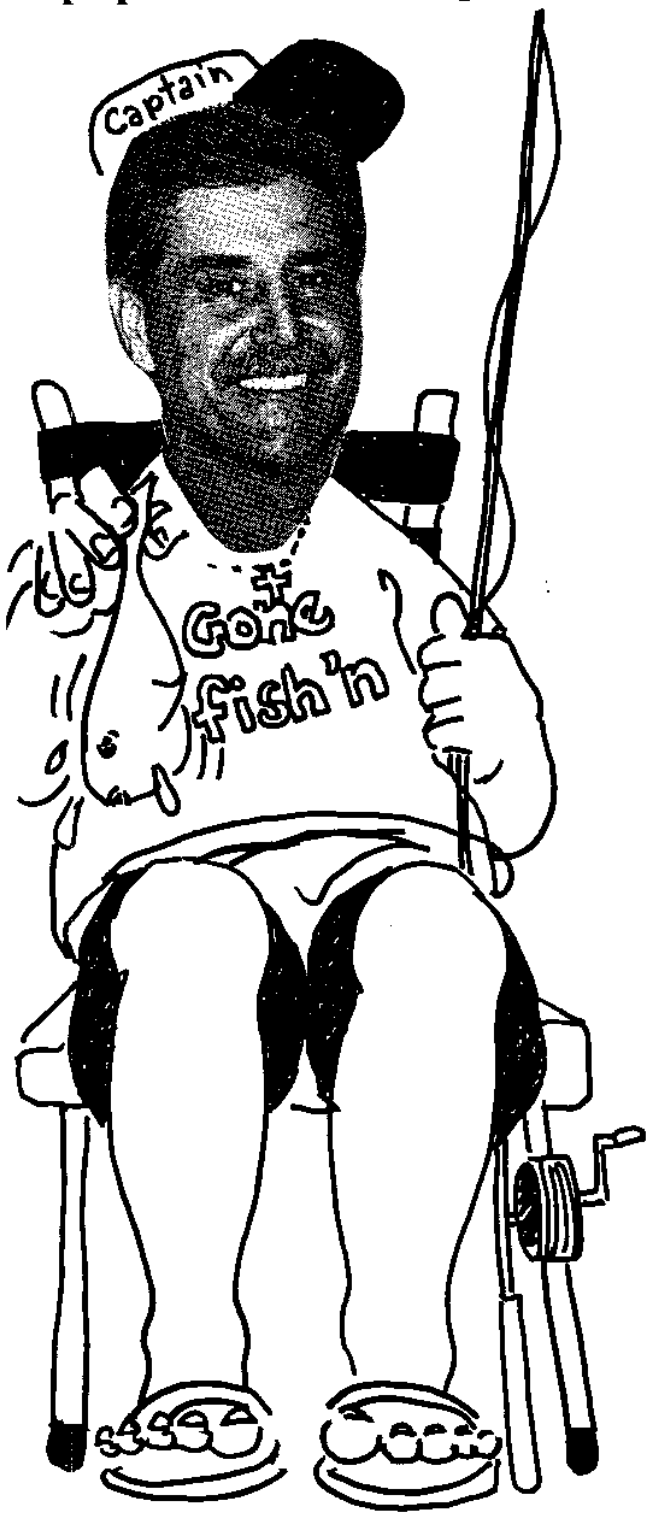
LESSON #50: ADD ON THE LIMBS

Take one photo out of a magazine or from your own albums and tape it on this paper (like the example below). Then add on the rest of the limbs of the body. Try to be creative. Put clothes on your figures and color them in. Remember proportions: The adult figure is eight head lengths tall! Outline with your marker.



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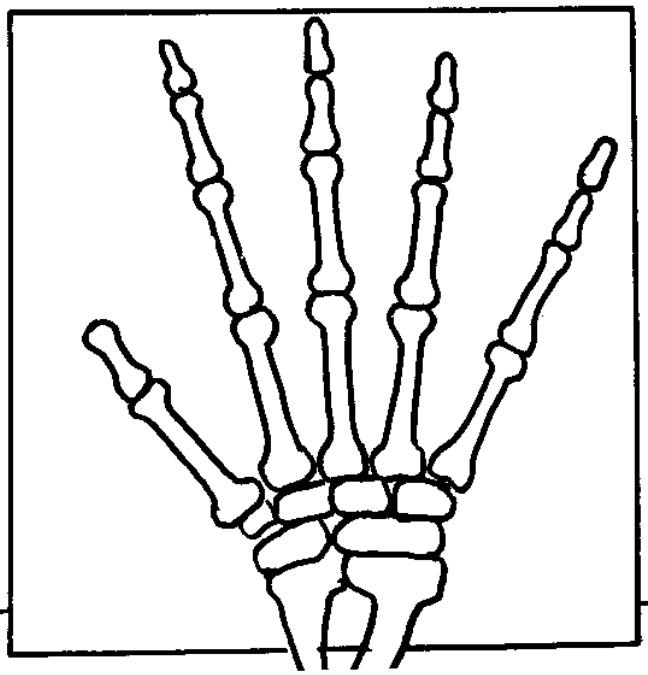
WHAT'S INSIDE MY HAND?

LESSON #49:

Feel your fingers. Can you feel the bones and knuckles? Trace your right hand in the space below and draw in your finger bones where they belong. Draw a ring on one finger and a watch on the wrist.



"May the favor of the Lord our God rest upon us; establish the work of our hands for us - yes, establish the work of our hands." Psalm 90:17

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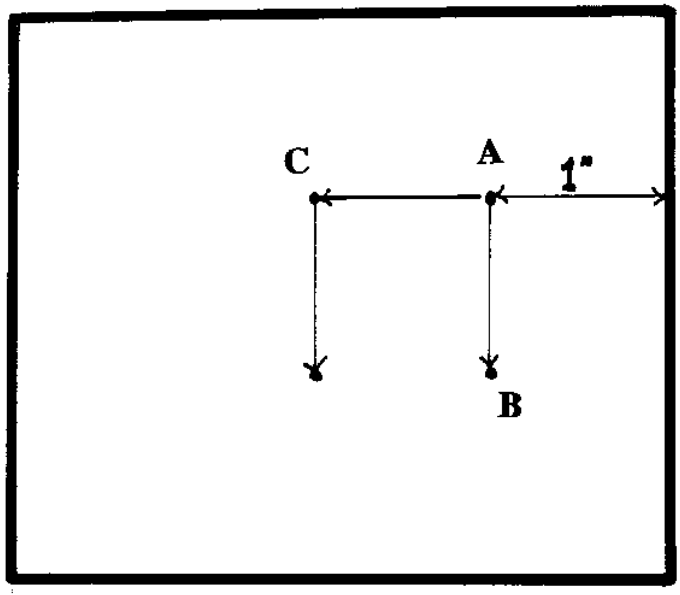
LESSON #51: RULES & MEASUREMENTS

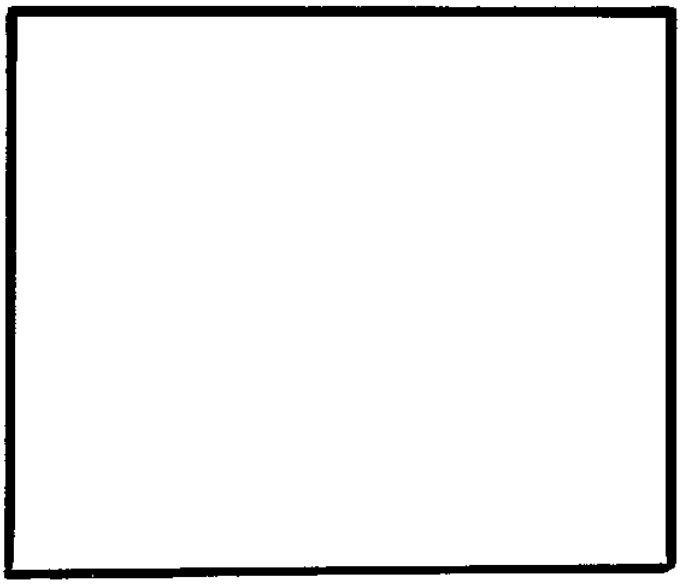
Let's build our house upon a rock. The first thing we need to do is understand MEASUREMENTS. Do you know how to use your ruler? Do you know how to measure? Take your ruler and place it on the line below. See if you can find these measurements on the line below: 3", 3 1/2", 3 3/4", 4 1/8" 5 1/4" and 5 3/8". Place an "x" where each measurement is on the line.

Now let's draw a square. Do you know how to draw a square with a ruler?

1. **First of all, place a dot 1" from the side of your paper (A).**
2. **Then go down one inch and measure another 1" dot (B).**
3. **Connect these dots with your pencil using a ruler.**
4. **Then measure over another one inch from the first dot and put a dot (C).**
5. **Place another dot one inch down and connect. Voila! A perfect box.**
6. **Go to the back of your sketchbook and see if you can make a two inch square.**

PLACING A SQUARE WITHIN A SQUARE
(Use this square as your paper)





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Note to Teachers: The following assignments are difficult and may need more of your guidance and assistance.

RULES & MEASUREMENTS

"He is like a man building a house who dug down deep and laid the foundation on rock. When the flood came, the torrent struck that house but could not shake it, because it was well built." **Luke 6:48**

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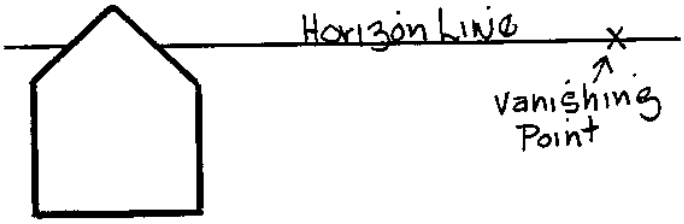
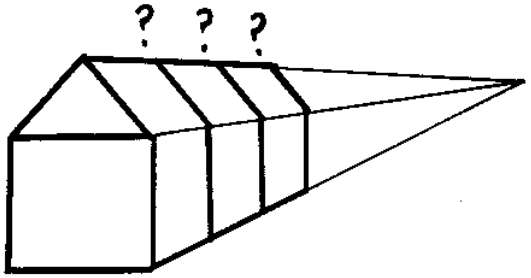
"…..my house will be called a house of prayer." Matthew 21:13

LESSON #53: # PERSPECTIVE

A.

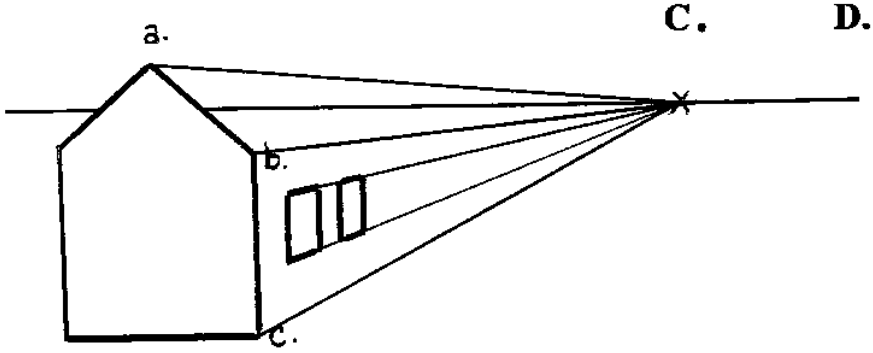


B.

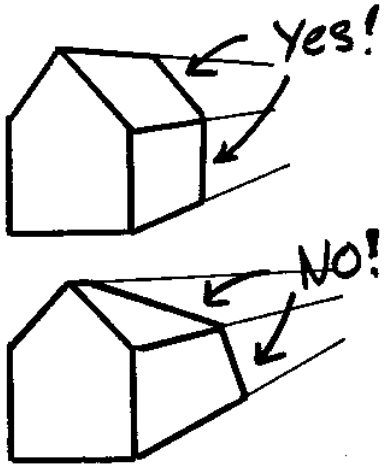


PERSPECTIVE is a type of drawing that shows DIMENSION. The drawing seems to go back into the distance. Let's take our house, and see if we can add DEPTH to it. Look at our house above. We are going to give it DEPTH. Notice the long line behind the house (A). This is called the HORIZON LINE and is very important in perspective. Now look at the "X" on the horizon line. This is called a VANISHING POINT. ALL OF THE LINES DRAWN GO BACK INTO SPACE AND GO TO THIS POINT! This is called ONE-POINT PERSPECTIVE because there is only one "X" or one point.

C.



D.



Now notice what we have done. We have connected three points of the house (a,b,c) to the vanishing point (C), and then drawn the back of the house. The back of your house, or length, can be as long or short as you want it to be (B). Make sure the lines for your house are straight and parallel (D). If there are any windows on the side of the house, they will also be drawn to go to the vanishing point. On the following page, draw the house above using perspective.

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LESSON #52: THE HOUSE THAT _____ BUILT

In Figure Box D we are going to draw a house. First, draw a square with the sides 2" X 2" A. Place a light line down the center of the square (B). This is a PLUMB LINE for measuring. Place the door of your house and the "A" frame roof (a triangle) in the center of the plumb line. See if you can center a window in the attic. Place two more windows and flower boxes downstairs. Use your ruler for making all lines.

Notice how bricks are drawn. One row is drawn and then the next row is drawn with each brick ending at the center of the bricks in the first row (C). Place your name in the blank space above for "The House That _____ Built."

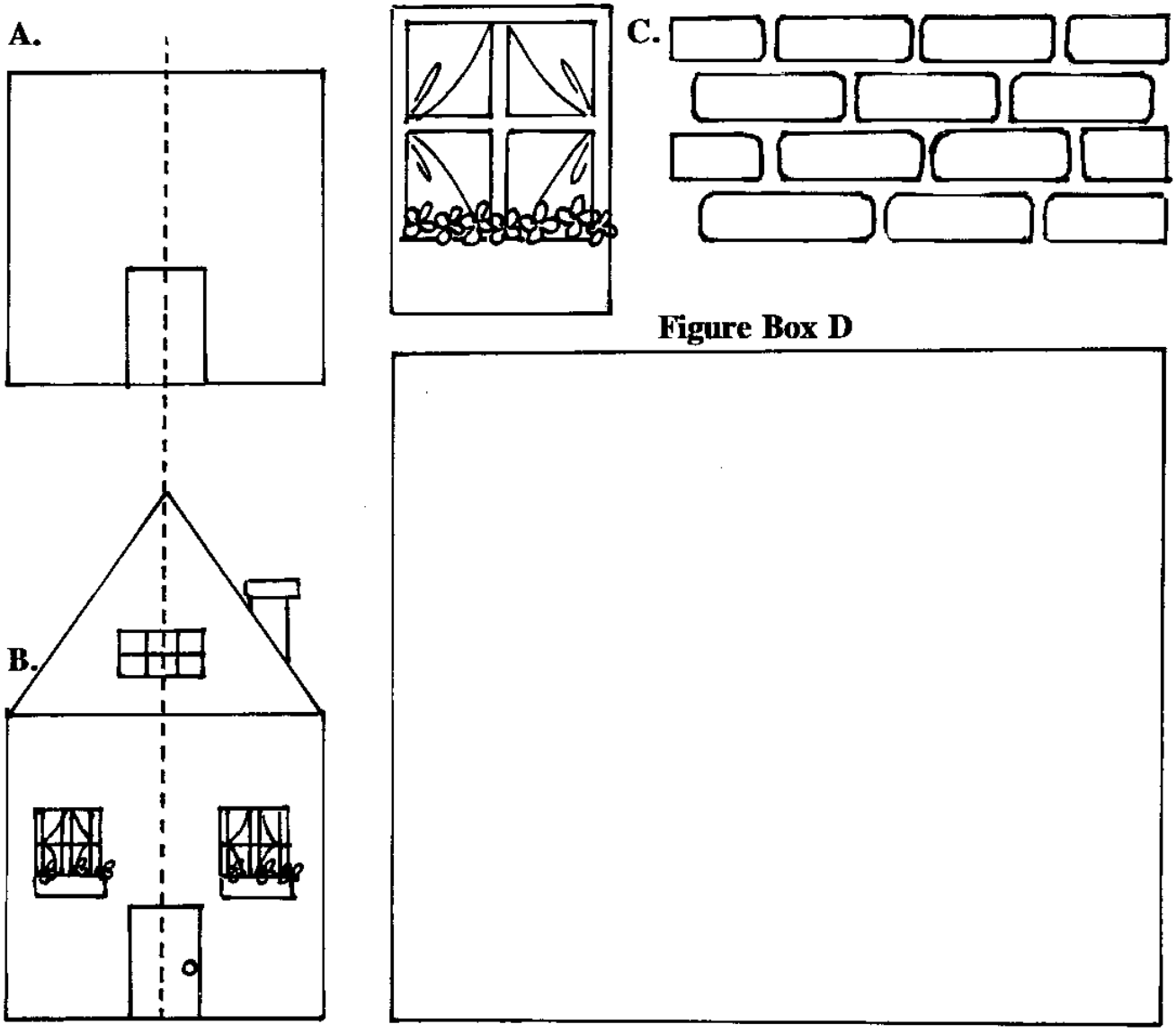

Figure Box D

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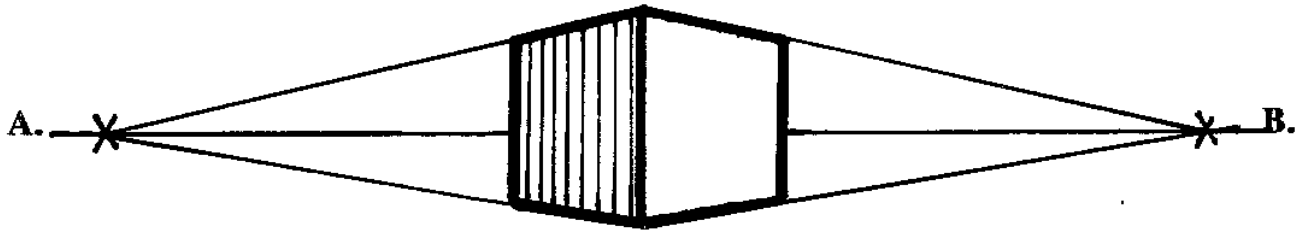
"To be of use in this world is the only way to be happy."

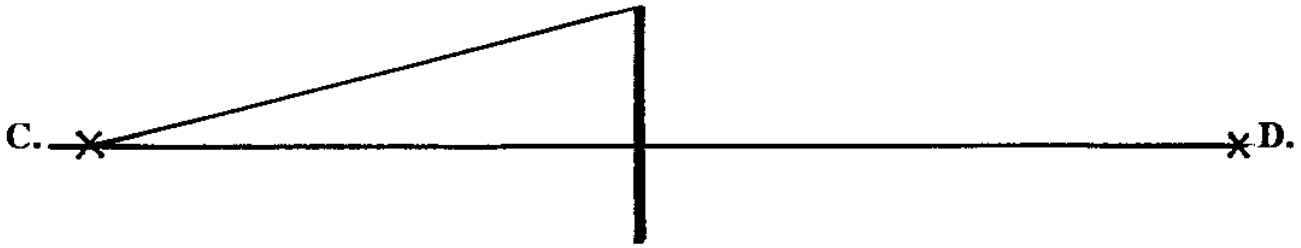
Hans Christian Andersen

LESSON #54: TWO-POINT PERSPECTIVE

Having learned one-point perspective - where all of the lines go back into the distance to one point, let's learn two-point perspective - where all of the lines will go back in the distance to two points. Notice the box below. The lines on one side of the box go to one vanishing point (A), and the lines on the other side go to the other vanishing point (B). Remember, the sides of boxes and buildings are always straight up and down. Notice how one side of the box is shaded with straight lines.

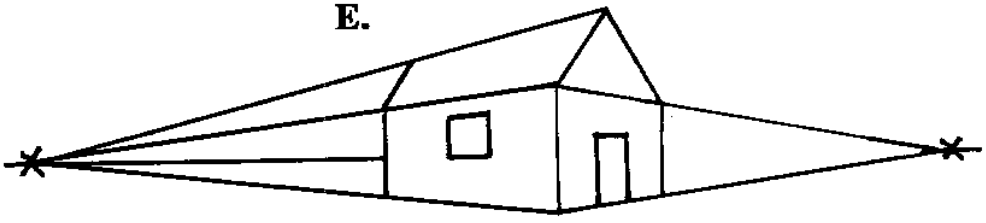


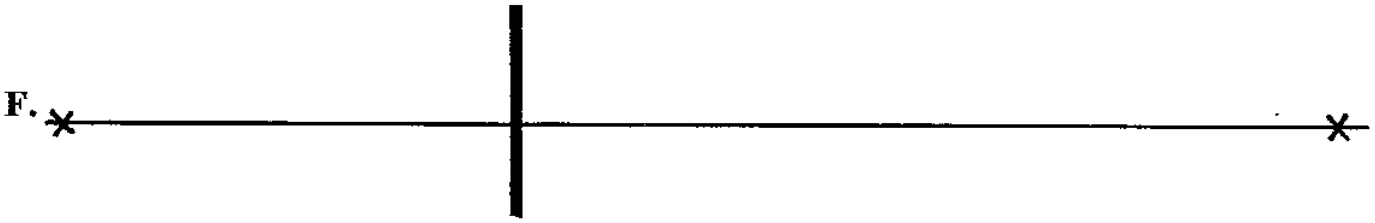
See if you can connect the top and bottom of the line below to the vanishing points (C & D). When finished, draw the sides of the box.



Now let's make a house. It is the same as in the LESSON #53, except both sides will go back into the distance. Can you put windows and a door on your house? Draw your house below (F), following the example (E).

E.





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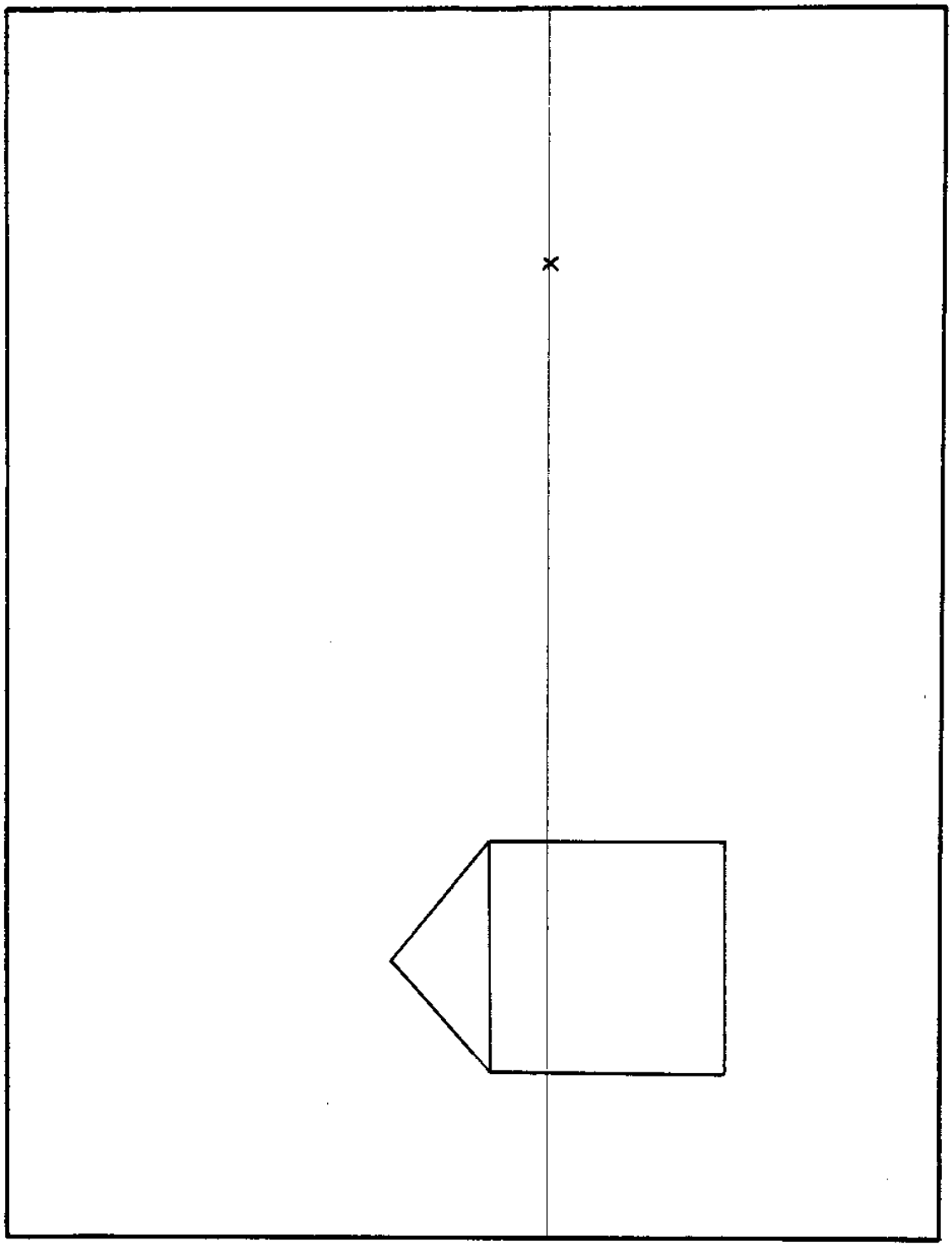

Complete the house above. Connect all of the lines to the vanishing point (X). Put windows and a door in your house. How about a chimney? Do you want to put some trees in your drawing? What about some people? How about a picket fence?

LESSON #53: Turn your paper sideways to do this assignment. It will give you a wider piece of paper and also make it easier to use your ruler. I have already placed in a horizon line and your vanishing point and the start for your house.

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"We write this to make our joy complete." 1 John 1:4

LESSON #55: CREATING A CARTOON STRIP

Let's create a cartoon strip. We will use 3 triangles as the main characters. Give them names and write a story about them. Try to use the scenery below to tell your story. Color it when finished.

Starring **written & directed by:** _____

Scenery

Once upon a time....

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"I wisdom dwell with prudence, and find out knowledge of witty inventions." *Proverbs 8:12*

CREATIVITY

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LESSON #57: # PLAY OF WORDS

Let's take 4 words and do a sentence around each, being as descriptive as possible. The 4 words are: LIFE, HOPE, HAPPINESS, and GREAT. What do these words mean to you? After finishing your descriptive sentences, illustrate them in the figure boxes below. Here is an example:

" GREAT is the big, blue whale that dives into the deep, dark sea."

LIFE is _____

_____

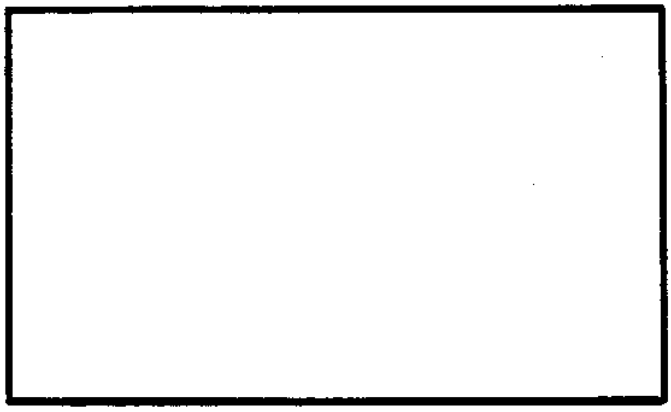
HAPPINESS is _____

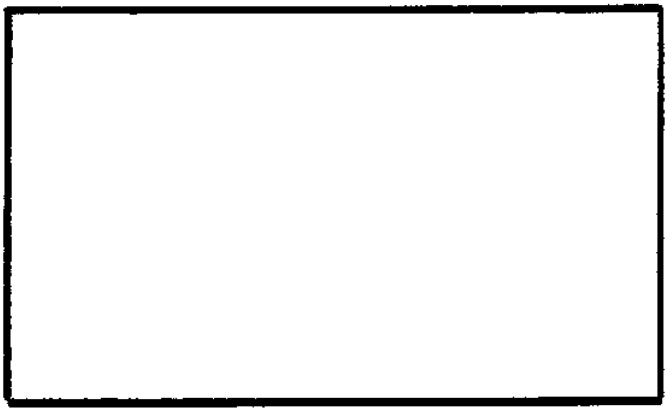
_____

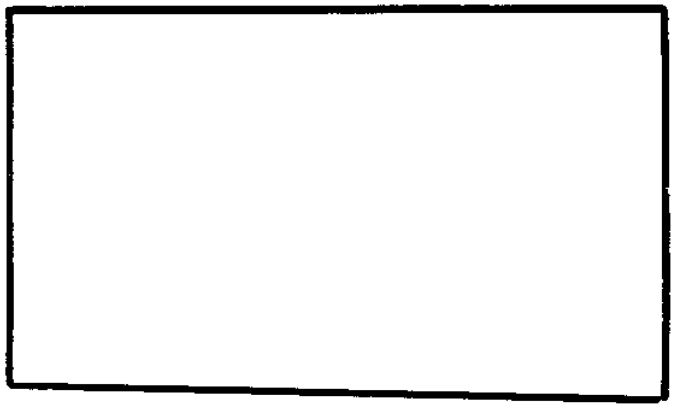
HOPE is _____

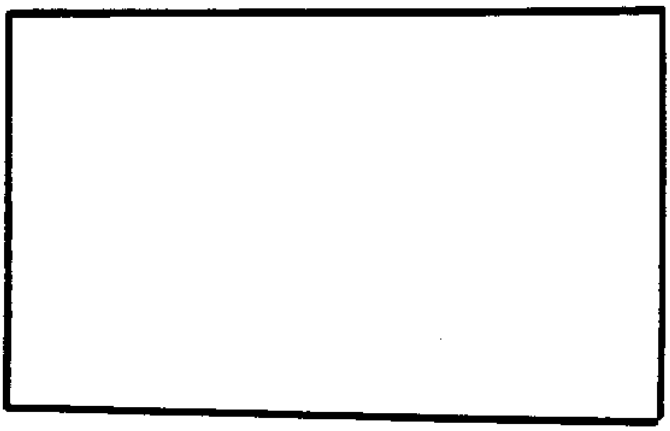
_____

GREAT is _____









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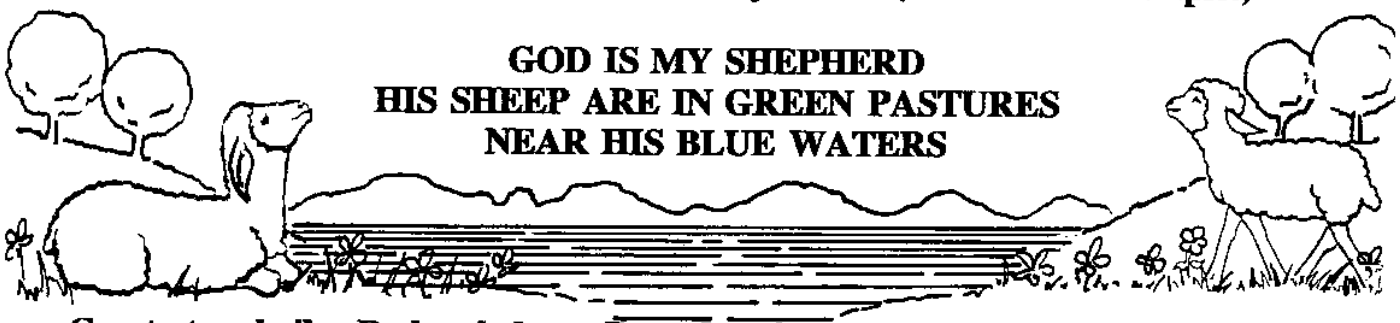
LESSON #56: **PROSE WITH GOD**

Writing can also be an ART. Let's learn a form of poetry called "Haiku". This style of writing began in Japan more than seven centuries ago. A haiku poem is exactly 17 syllables long. SYLLABLES are the different sounds that make up words and sentences. For instance, apple is 2 syllables:"AP"+"PLE". Write your first and last names below. Then divide them by syllables, and add the total number of syllables.

YOUR FIRST NAME **YOUR LAST NAME**

For this assignment, we are going to create haiku poetry. Look in the Bible for a Psalm that you like, and re-create it with this format:

1. **It will be 3 lines long.**
2. **The first and last sentences will have 5 syllables each.**
3. **The middle sentence will have 7 syllables. (Below is an example.)**



GOD IS MY SHEPHERD
HIS SHEEP ARE IN GREEN PASTURES
NEAR HIS BLUE WATERS

Create two haiku Psalms below. Do a drawing to go with each inside the boxes.

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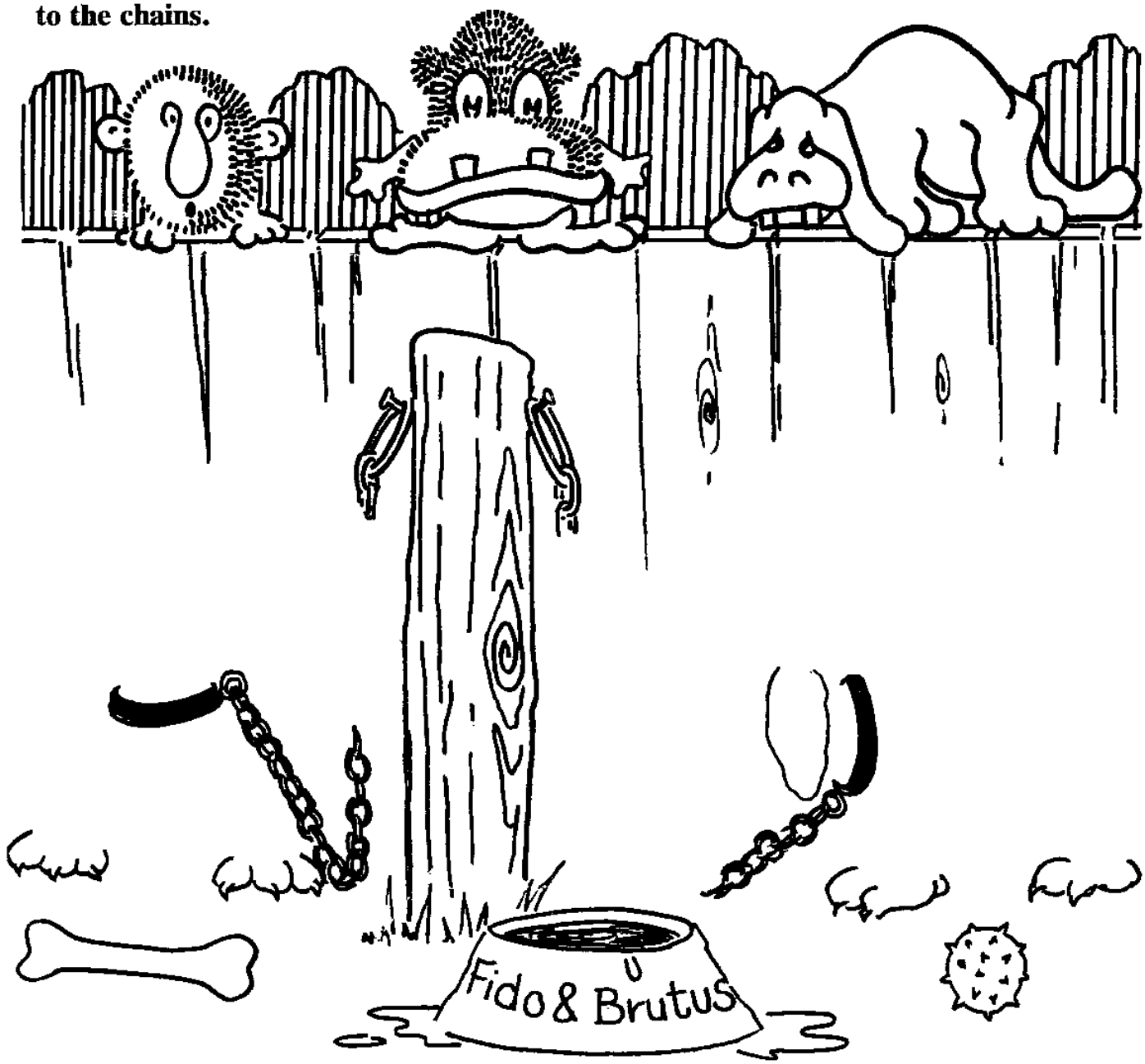
"....jackals will fill her houses; there the owls will dwell, and there the wild goats will leap about." Isaiah 13:21

FLEECY - FLUFFY - FUZZY - FIGURES

LESSON #59:

Can you draw some FLEECY - FLUFFY - FUZZY - FIGURES? Take a look at the 3 figures on the fence below. See how the little marks of the pen give them hair? Take your black marker pen and finish their "fluff". Then finish drawing "FIDO" & "BRUTUS" below and add their "fluff". Finally, add the missing links to the chains.



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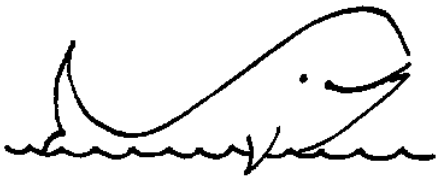
LESSON #58:

WRITING CINQUAINS

A CINQUAIN is another form of poetry. Again, it is a matter of counting syllables. With cinquains, the poem is 5 lines long, and goes from 2 syllables, to 4, to 6, to 8, and then back to 2 syllables.



Jesus
The morning star
Died on the cross that day
So the entire world would know
Our God.

Read Jonah and the whale, and write a Cinquain about the story. Remember, the first line is 2 syllables, then 4, then 6, then 8, then 2 again. When you have finished, draw a picture illustrating your poem.

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COMPLETE THE STORY...

LESSON #61:

Below is a story from the Bible. Read it and complete it by telling what the boy's feelings were after Jesus blessed the fish. Follow the boy home. Write his thoughts as he brings home the basket and meets his mother. On the next page, see if you can draw the story that you have just completed.

...When Jesus looked up and saw a great crowd coming toward him, he said to Philip, "Where shall we buy bread for these people to eat?" He asked this only to test him, for he already had in mind what he was going to do. Philip answered him, "Eight months wages would not buy enough bread for each one to have a bite!"

Another of his disciples, Andrew, Simon Peter's brother, spoke up, "Here is a boy with five small barley loaves and two small fish, but how far will they go among so many?"

Jesus said, "Have the people sit down." There was plenty of grass in that place and the men sat down, about five thousand of them. Jesus then took the loaves, gave thanks, and distributed to those who were seated as much as they wanted. He did the same with the fish.

When they had all had enough to eat, he said to his disciples, "Gather the pieces that are left over. Let nothing be wasted." So they gathered them and filled twelve baskets with the pieces of the five barley loaves left over by those who had eaten. John 6:5-13

Continue the story here trying to use at least 100 words..."Well, when the little boy saw the miracle that Jesus had done with the fish and bread his mother had given him for lunch, he...

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WHAT IS IT?

LESSON #60:

Look at the creatures you have just created in lesson #59. On another sheet of paper, write a 100 word description about one of these creatures. Answer all of the questions below when writing about "it". Be as descriptive as possible. Draw your creature again below. Give him or her a lot of personality!

1. What's your critter's name?

2. How big is it?

3. What color is it?

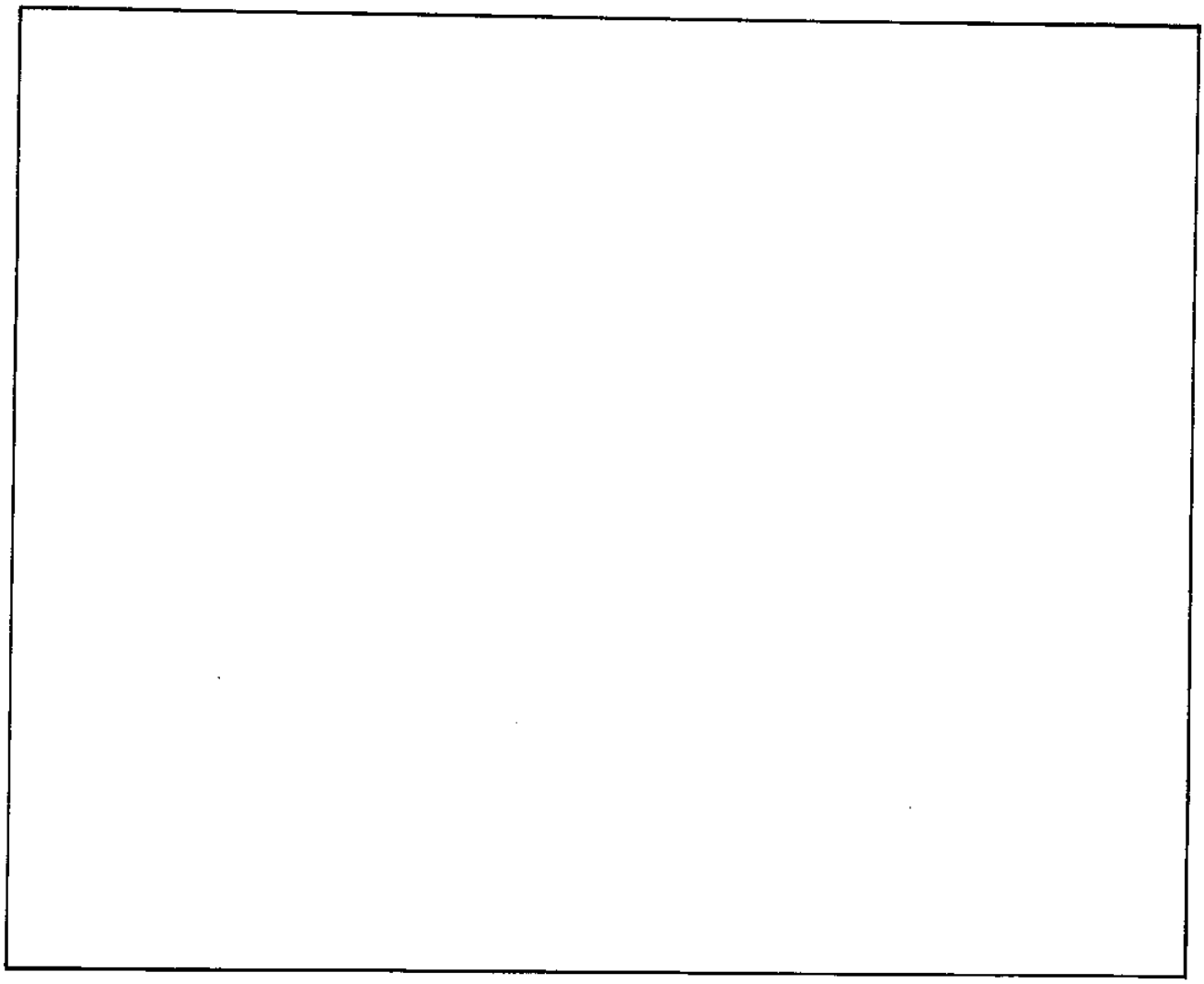
4. What shape is it?

5. What does it remind you of?

6. What does it feel like?

7. What is its personality like?

7. What do you feed it?



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LESSON #62:

BIBLICAL ART

Have you ever drawn a scene from the Bible? Many great artists throughout history have. One of the greatest was Rembrandt van Rijn. He was a Dutch artist who lived from 1606 until 1669. Rembrandt would continually find stories in the Bible to paint such as Samson or the crucifixion of Christ.

Do an illustration below of a story from the Bible. An ILLUSTRATION is a picture or drawing intended to explain a story in a book. Look at how artists have ILLUSTRATED many of your books. Select from one of the scriptures below. When you are finished see if anyone can guess the story which you have illustrated.

2 Chronicles 7:1	**2 Kings 2:11**
Matthew 3:16	**Matthew 20:30**
Nehemiah 2:13	**Rev. 6:4**

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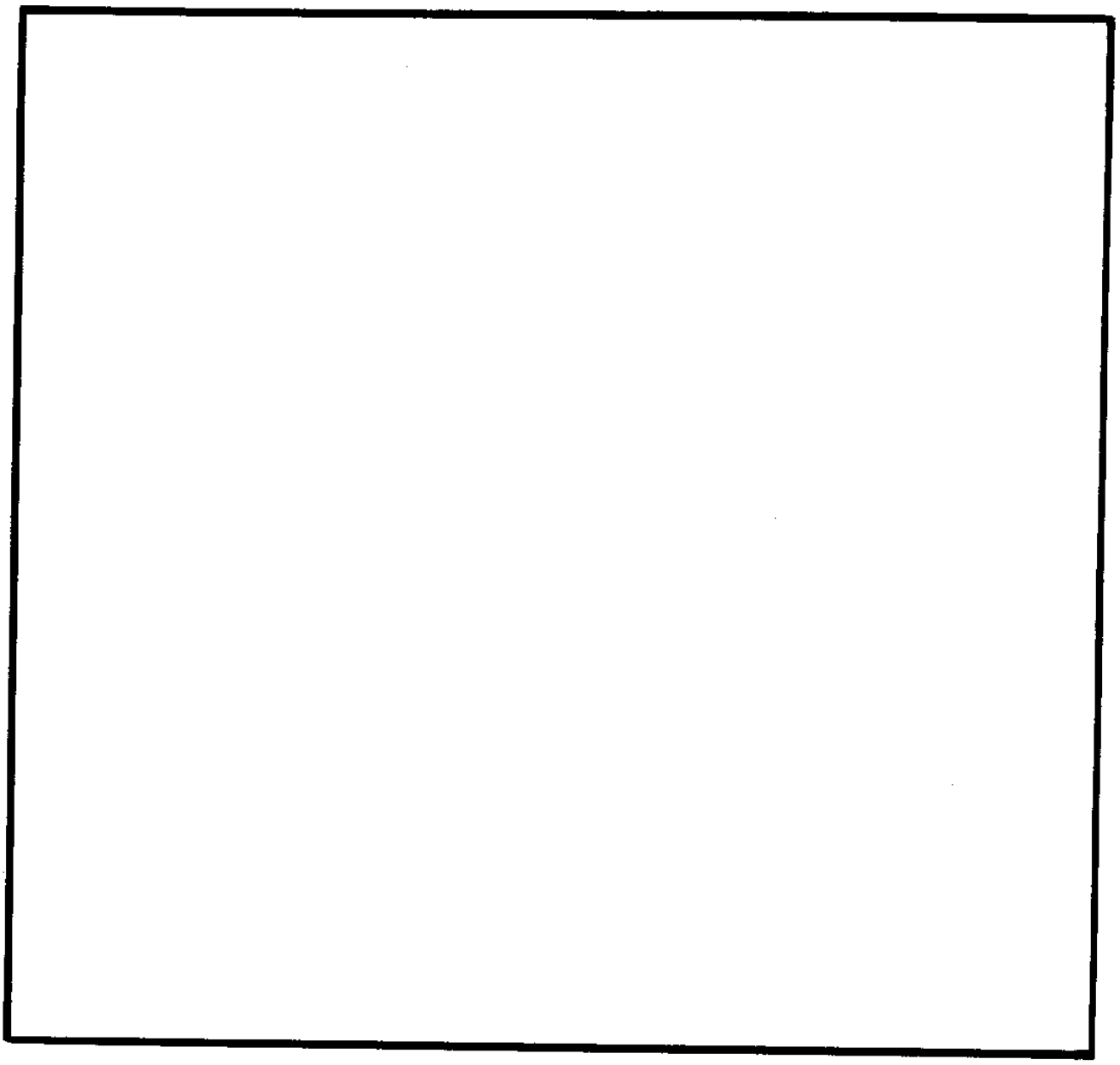

LESSON #61:

Complete writing your story. Then draw the scene from the story. Be creative! Put a lot of detail in your drawing. You have a choice to do it in pencil, black pen, or colored markers. See if anyone can guess the story.

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LESSON #64:

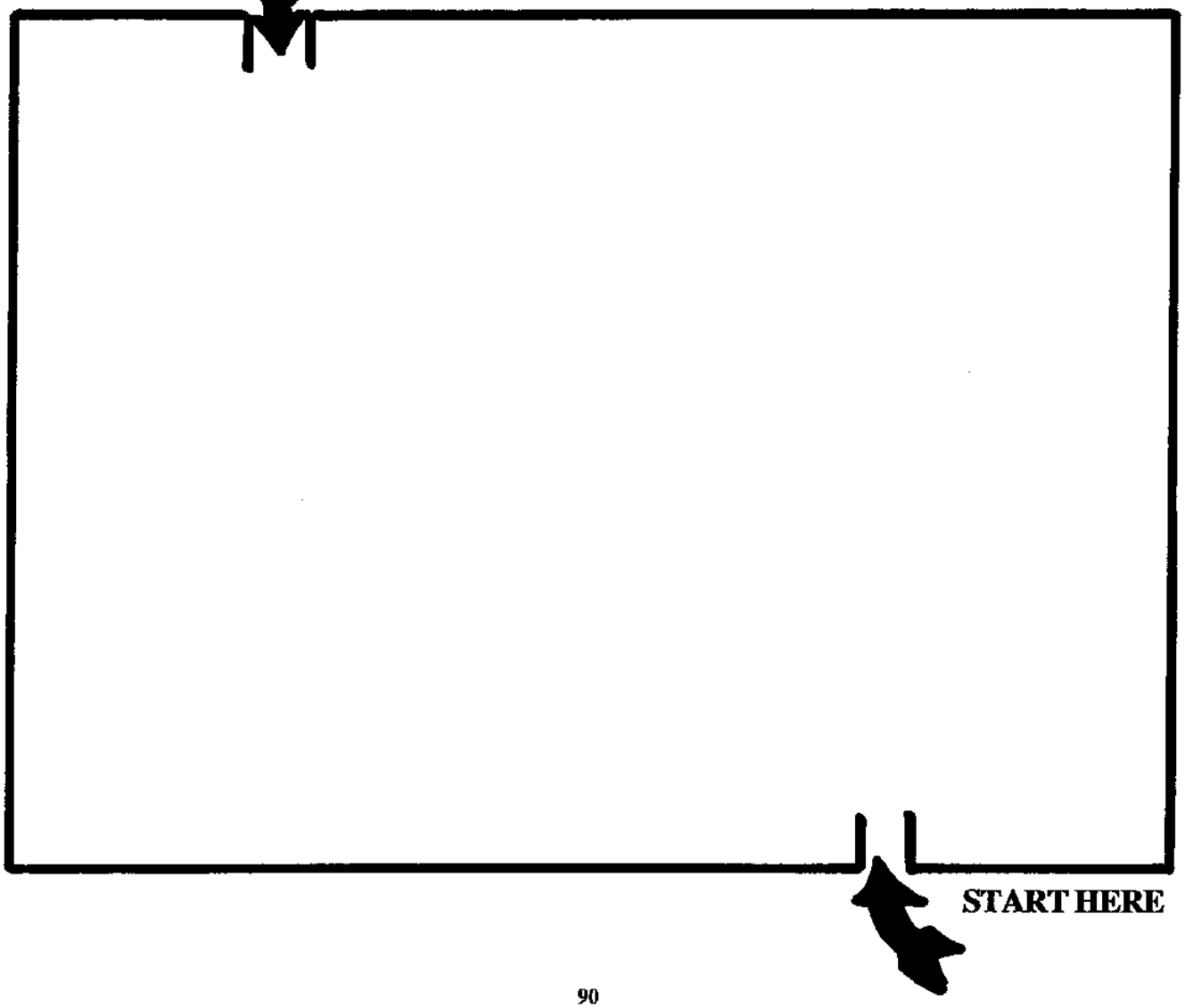
MOSES' AMAZING MAZES

Can you lead Moses and the Israelites out of Egypt and into the Promised Land? Many obstacles and circumstances hindered their progress. Look up the scriptures on the scrolls in the maze on the opposite page and see if you can solve the problems. Lead God's chosen people to the Promised Land!

Exodus 14:9-12	**Exodus 15:22-24**
Exodus 17:8-9	**Exodus 19:1**
Numbers 13:31-33	**Numbers 20:1-2**

Can you make a maze? Complete the maze below. Don't forget to put obstacles in the way. Test someone and see if they can go from start to finish in less than 20 seconds.

FINISH HERE



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LESSON #63:

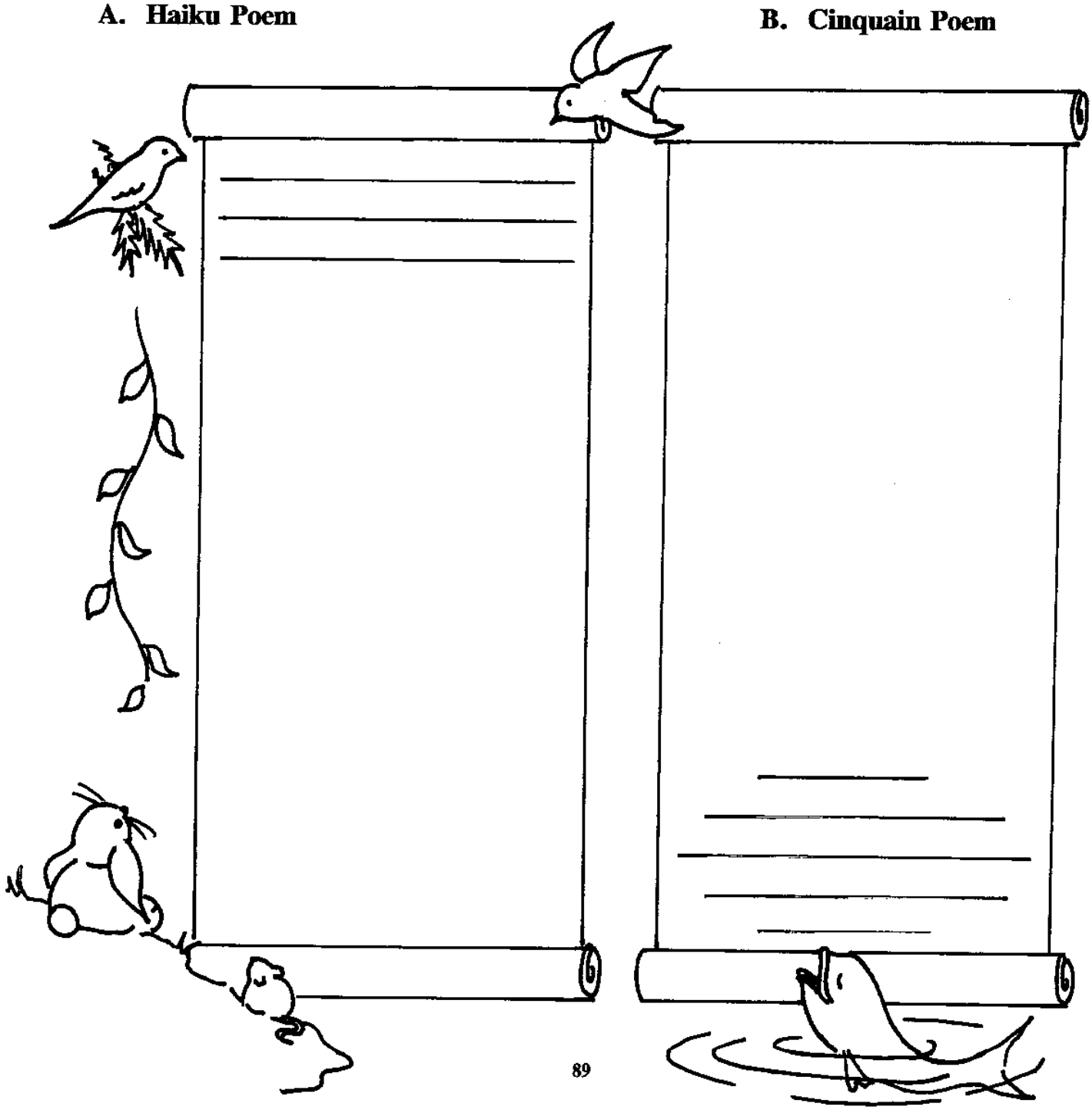
INTO THE ORIENT

Oriental art (the art of the Far East: China, Japan, etc.) is very simple. A few brush strokes, a bird, a blossom.... Much of the Oriental art has poetry written along with the drawings or paintings.

For this lesson, do 2 drawings of things that you like, and write a poem to go along with each. Keep your drawings simple, and finish them with your black marker pen. In A, use haiku (see Lesson #56), and in B, use a cinquain poem (see LESSON #58).

A. Haiku Poem

B. Cinquain Poem



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The Daily Gazette

JOURNALISM

LESSON #65:

Journalism is the business of writing, publishing, or editing for newspapers. So, let's try to create our own newspaper! We will have at least 4 sections:

1. **Headline News**
2. **Daily Living**
3. **Cartoons**
4. **Sports**

Now lesson #13, creating a journal and writing about your days, will come in handy. Basically, that is what a newspaper does. Also, a newspaper has a lot of artwork just like you have in your journal, illustrating what is going on in the world. One big difference between a newspaper and a journal is that a newspaper has more appeal to the public. Your journal tells of things more personal to you, like a daily diary.

What BIG EVENTS are happening in your neighborhood? That's news! What would the people in your neighborhood like to read about in your newspaper? What about daily living or sports, or community events? Are you going to have a cartoon section? Instead of photographs, you can illustrate everything with your drawings! Do you have a STAFF to put the paper together, or are you going to do it alone? Who is the editor, the cartoonist, the sports writer?

What is the name of your newspaper? What is the circulation? What is the date? Where is the location? On the next page is a practice work sheet. You may use several pieces of plain white paper to do your entire paper. Make sure to have a LAYOUT first. That is where you lay out your columns and your drawings to see where everything will go. Do all of your drawing with your black pen, in case you want to xerox a "run", or edition of your Headline News for the entire neighborhood to read. Let's start the press rolling!

HEADLINE NEWS **SPORTS**

THE FUNNIES **DAILY LIVING**

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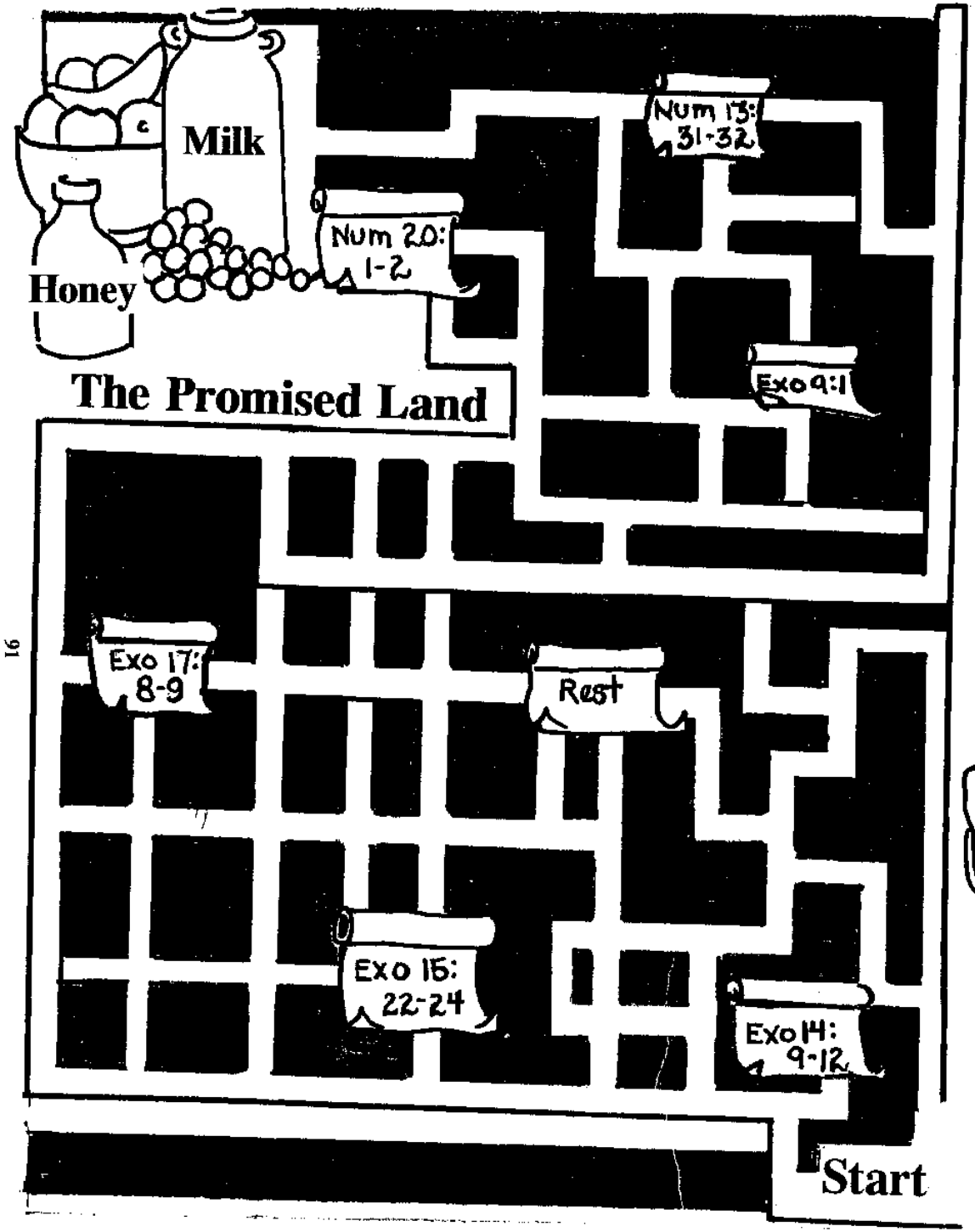

Egypt

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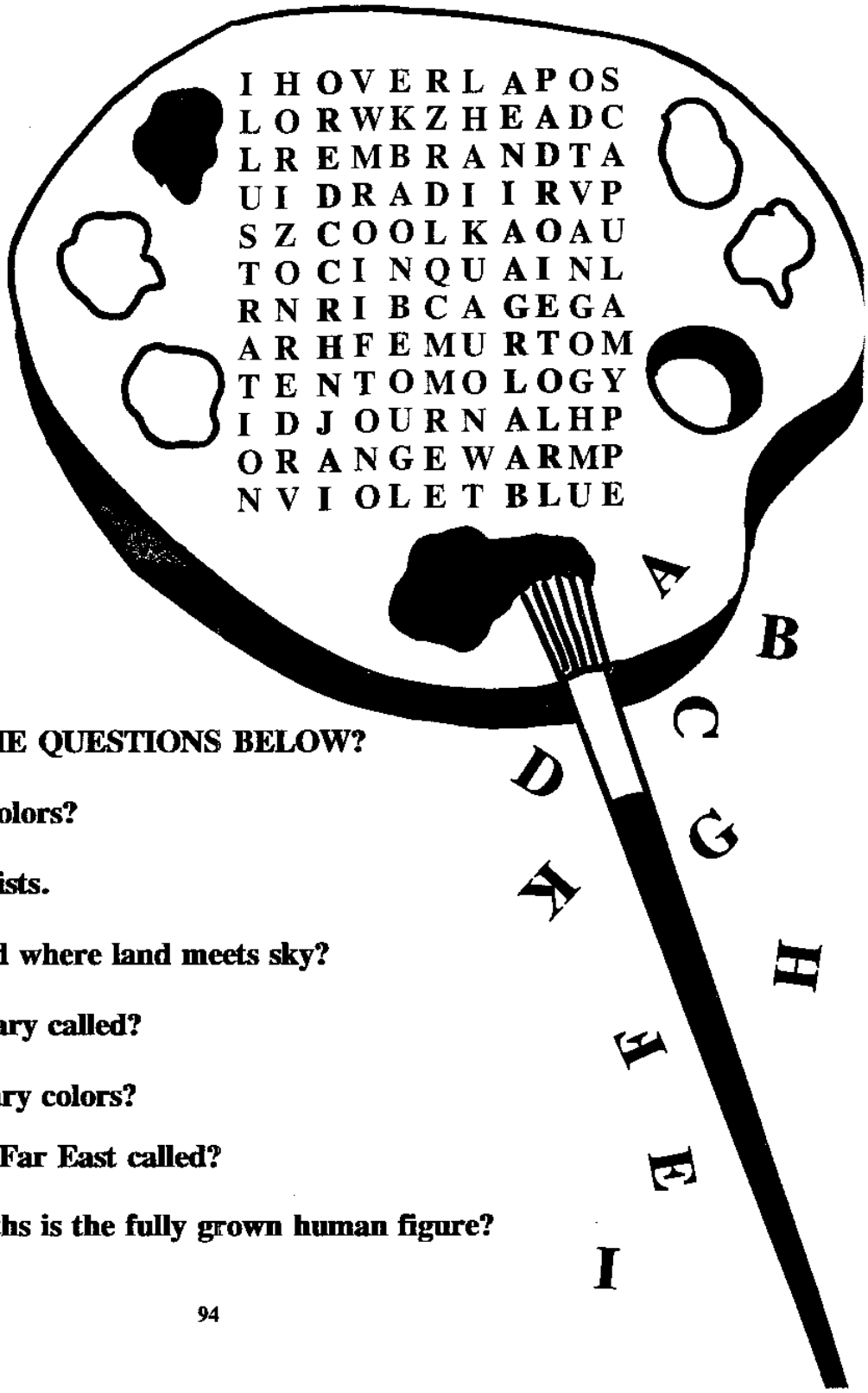
LESSON #66: Quizzical Inguiry

See how many of these words you can find concealed in the palette below. Circle them with a pencil. All words go either straight up and down or across:

1. VIOLET
2. RED
3. FEMUR
5. COOL
6. ENTOMOLOGY
7. SCAPULA
8. RADII
9. HEAD
10. HAIKU
11. RIB CAGE
12. REMBRANDT
13. VAN GOGH
14 WARM
15. ILLUSTRATION
16. HORIZON
17. OVERLAP
18. ORANGE
19. BLUE
20. JOURNAL
21. CINQUAIN



CAN YOU ANSWER THE QUESTIONS BELOW?

1. **What are the warm colors?**
2. **Name two famous artists.**
3. **What is the line called where land meets sky?**
4. **What is an artist's diary called?**
5. **What are the 3 primary colors?**
6. **What is art from the Far East called?**
7. **How many head lengths is the fully grown human figure?**

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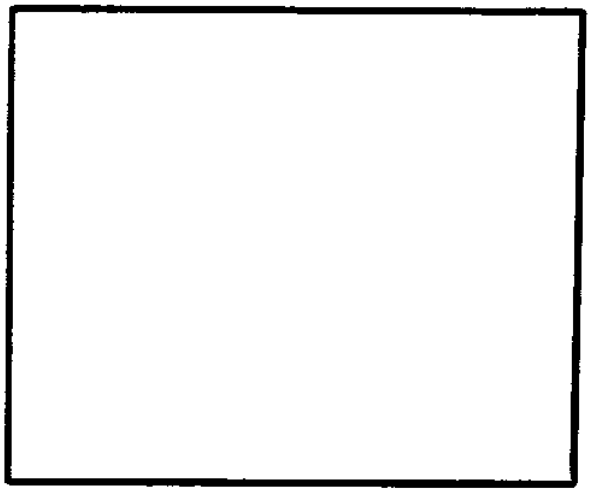
circulation:_____ **Date:**_____

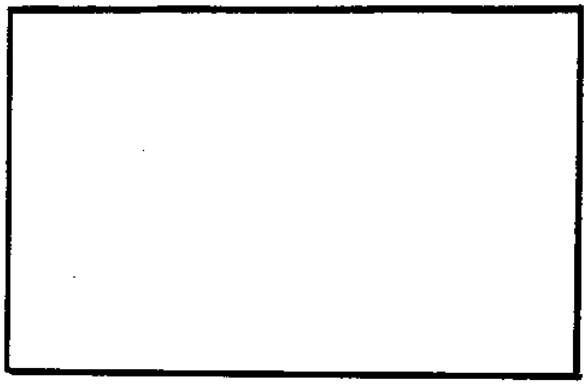
Name of Newspaper:_____

HEADLINE NEWS

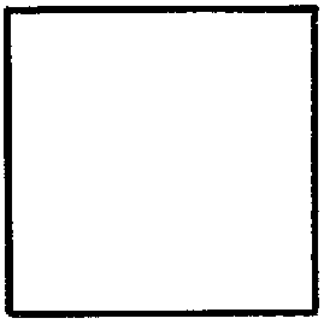


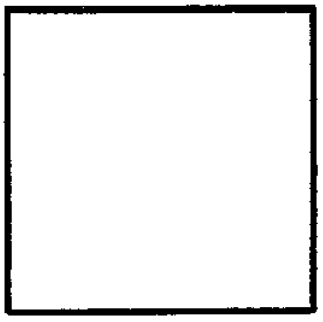
SPORTS

DAILY LIVING



FUNNIES





Editor:

Sports Writer:

Cartoonist:

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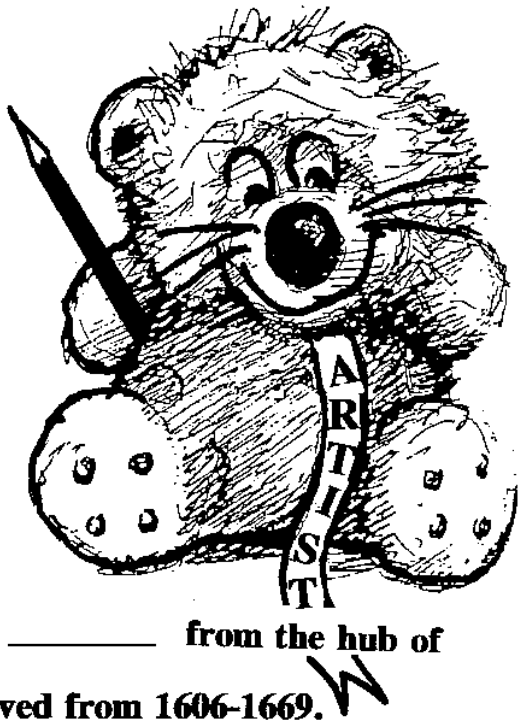
LESSON #68: # ART PUZZLE



Can you fill in the crossword puzzle?

Across:

1. _____ have happy & sad faces at the circus.
4. _____ Van Gogh was a famous artist.
7. The _____ is the area under the mouth.
8. Sports & headlines are found in the _____.
10. Blue, green, and violet are _____ colors.
12. The ____ cage is part of our anatomy.
14. _____faces droop down.
15. Blue and yellow make _____.
18. ___ combinations of colors can make white.
21. A petal comes out of the center of a flower like a _____ from the hub of wheel.
22. _____ was a famous Dutch artist who lived from 1606-1669.
24. Orange is the complementary _____ of blue.
26. A _____ is an artist's diary with drawings.
27. Artists draw in a sketch ____.

Down:

2. It is good to shade with _____ when drawing.
3. In portraits, the _____ is as long as the ears.
4. Yellow is the complement of _____.
5. Two forms of poetry are haiku and _____.
6. _____ sketches are a series of small drawings done to form an idea.
9. The _____ is where land meets sky.
11. Another name for the Far East is the _____.
13. Red, blue, and yellow are the _____ colors.
16. Red, yellow, and orange are _____colors.
17. The _____ shadow is the shadow that lies behind an object.
19. In drawing, we _____ objects to create depth.
20. Yellow and red make _____.
23. Sad faces go _____.
25. Blue, yellow, and _____ are the three primary colors.

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

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LESSON #67: PRINTING THE ALPHABET

Let's do some lettering. Copy the letters below in the space provided. Make sure to use your guidelines. Also, try to have the same amount of space in between each letter. Capital letters are called "UPPER-CASE" and small letters are called "LOWER-CASE". Do one complete alphabet in upper-case and lower-case.

ABCDEFGHIJKLMNOPQRSTU

VWXYZ abcdefghijklmno

pqrstuvwxyz start here → A

A B C D E F G H I J ABGDEFGH

serif

Next, we are going to learn "SERIFS". Serifs are tops and feet on letters. They look like little mustaches. Practice the capital letters of the alphabet below using serifs. Finally, at the very bottom of the page, hand letter your name.

CAPITAL LETTERS HERE A

PLACE YOUR NAME HERE

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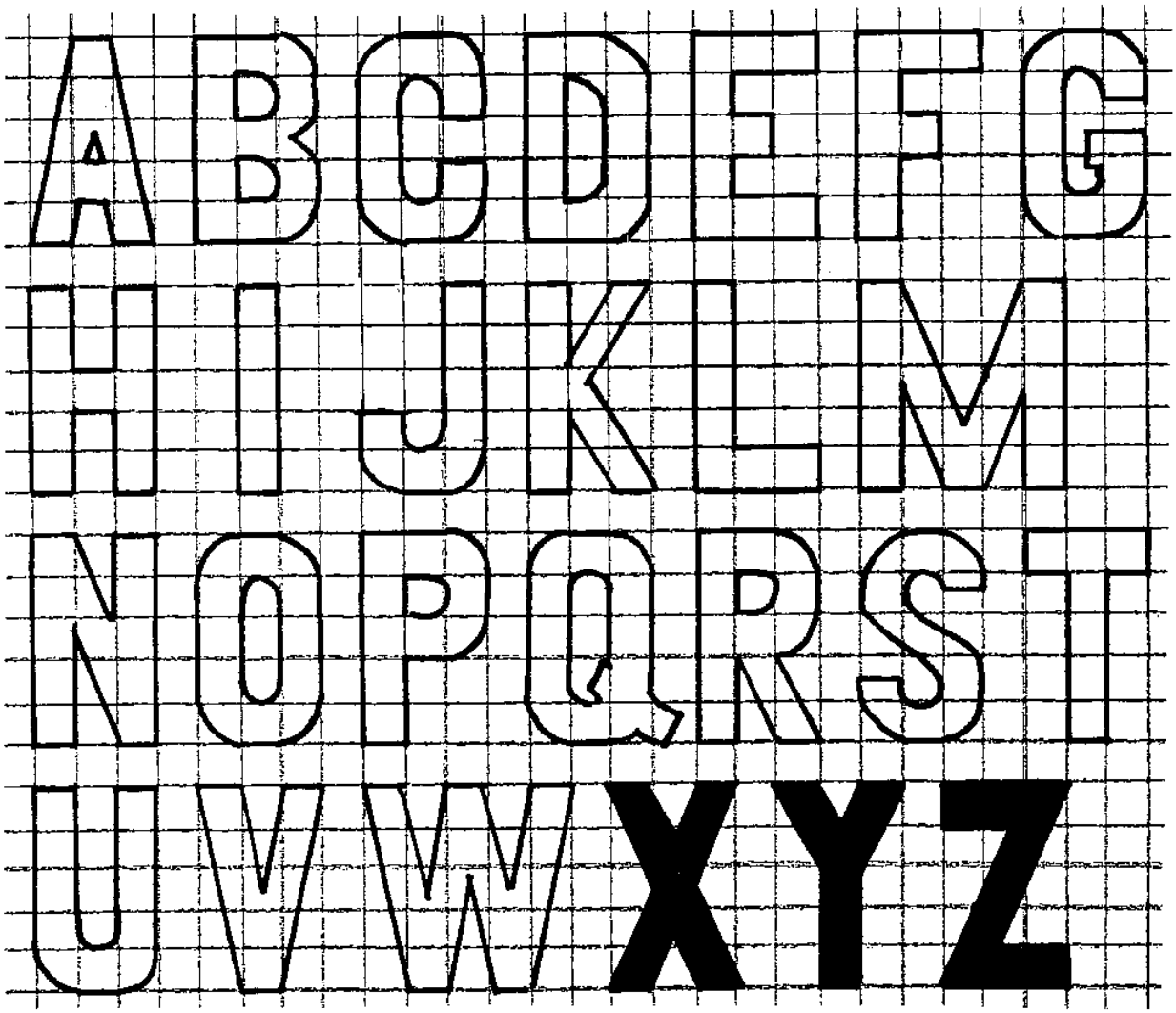
"……to teach you that man does not live on bread alone but on every word that comes from the mouth of the Lord." Deuteronomy 8:3

A B C's in BLOCKS

LESSON #69:

We will finish with an assignment similar to the one we started with in LESSON #1, making "BLOCK LETTERS". Notice that block letters are all 5 squares high and 3 squares wide. The only exceptions are the "M" and "W" which are 5 high and 5 wide.

Can you copy the alphabet below on the next page? When completed, color in the letters with any colors that you like! Finally, on the bottom of the page, letter "THE END." Color that in with warm colors.



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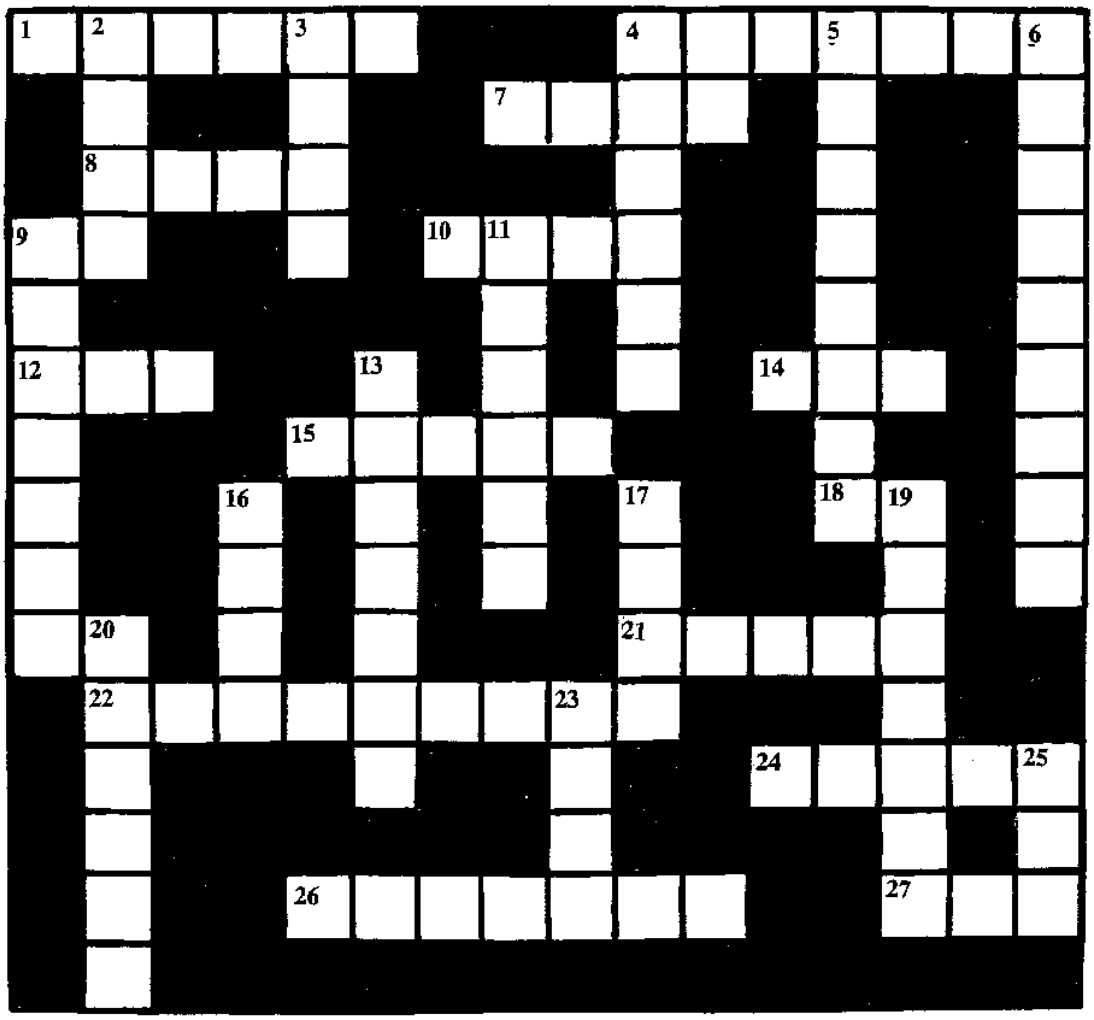
PICTURE A PUZZLE

WORDS TO CHOOSE FROM:

THUMBNAIL
GREEN
CAST
CLOWNS
JOURNAL
VINCENT
OVERLAP
HORIZON
WARM
NEWS
DOWN
REMBRANDT
ORANGE
CINQUAIN
CHIN
PAD
COOL
COLOR
SPOKE
NO
LINE
RIB
RED
SAD
NOSE
VIOLET
ORIENT
PRIMARY



"The Lord was with Samuel as he grew up, and he let none of his words fall to the ground."
I Samuel 3:19

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"I have no greater joy than to hear that my children are walking in the truth."
3John 4

Dear Students,

It has been a real pleasure working with you! Was it fun? Did you learn a lot? Please write to me and let me know. Also send me some copies of your artwork and a self-addressed, stamped envelope and I will gladly give you an evaluation.
May the joy of the Lord be your strength!

In Christ,

Stebbing

Barry F Stebbing
How Great Thou ART
Box 48
McFarlan, NC
28102

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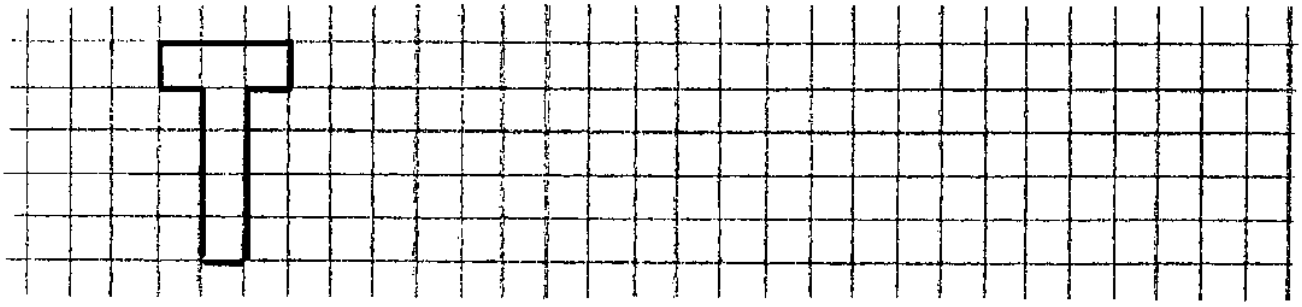
Above: Place in the block letters just like the ones on the opposite page.

Below: Letter "THE END" (the "T" has already been put in place for you).



Do the complete alphabet in "block letters" and then, on the bottom of the paper letter "THE END" and color with markers!

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SKETCHBOOK

"I've decided that people are just as happy as they've decided to be."
Abraham Lincoln

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